

A SURVEY OF BEHAVIOR AND ATTITUDES OF
INTERNATIONAL STUDENTS ATTENDING
OKLAHOMA STATE UNIVERSITY
TOWARD AMERICAN MEDIA

By

CHYONG-RONG YEH

Bachelor of Arts

Fu-Jen Catholic University


Taipei, Taiwan

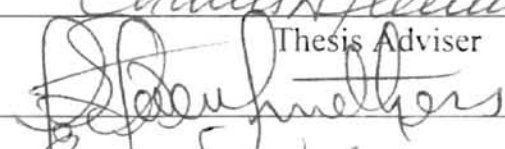
1990

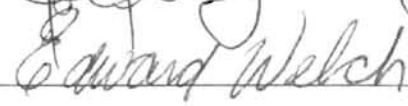
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
May, 1996

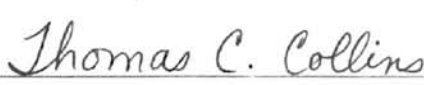
A SURVEY OF BEHAVIOR AND ATTITUDES OF
INTERNATIONAL STUDENTS ATTENDING
OKLAHOMA STATE UNIVERSITY
TOWARD AMERICAN MEDIA

Thesis Approved:



Thesis Adviser






Dean of the Graduate College

ACKNOWLEDGMENTS

This study sought to investigate media use patterns of international students attending Oklahoma State University in the fall of 1995. Likewise, this study also tried to determine the relevance of students' demographically characteristics to their attitudes toward American media.

The author would like to express her deepest gratitude to major adviser, Dr. Charles A. Fleming, for his incessant encouragement, invaluable training in research, and intelligent guidance went far beyond his requirements. The writer could not have accomplished this study without his assistance.

Special appreciation is expressed to the committee members, Dr. J. Steven Smethers and Dr. Edward Welch, for their patient instruction and tremendous guidance to the development of this study. Sincere appreciation is also expressed to Dr. Maureen J. Nemecek for her motivation and assistance during the graduate study.

Appreciation is also expressed to all international students who were enrolled at Oklahoma State University during the fall of 1995 for their efforts in answering the questionnaire.

Deep gratitude is extended to my parents for their love, understanding, and encouragement throughout entire educational endeavor. Special thanks are given to my affectionate fiancé whose patience, support and many years of love make this study a reality.

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
General	1
Current Statistics of International Students in the United States	2
International Students at Oklahoma State University	4
Background	5
Statement of the Problem.....	6
Significance of the Study	6
Purpose of the Study	7
Objectives of the Study	8
Definition of Terms.....	9
Limitations and Assumptions	10
Organization of the Study	11
Endnotes.....	12
II. REVIEW OF LITERATURE.....	13
Introduction.....	13
Cultivation Theory	14
Attitude Formation and Change.....	17
Attitudinal Studies of International Students.....	19
Research on International Students and Media Use	24
Summary	31
Endnotes.....	32
III. METHODOLOGY.....	38
Introduction.....	38
Research Questions and Null Hypotheses	38
Survey Procedure	40
Method of Measurement	40

Chapter	Page
Research Instrument.....	41
Pilot Study.....	43
Selection of Subjects.....	44
Limitations.....	45
Data Collection.....	46
Statistical Analysis.....	47
Endnotes.....	50
IV. ANALYSIS OF DATA.....	51
Introduction.....	51
Demographic Characteristics of Respondents.....	52
Available Media Sources.....	56
Media Use Patterns.....	57
Media Content Preference.....	82
Functional Aspects of American Media.....	89
International Students' Sources of Information.....	90
International Students' Attitudes Toward American Media.....	93
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS.....	102
General.....	102
Summary of Major Findings.....	103
Conclusions.....	107
Recommendations for Further Research.....	109
BIBLIOGRAPHY.....	111
APPENDIXES.....	117
APPENDIX A - QUESTIONNAIRE.....	118
APPENDIX B - INSTITUTIONAL REVIEW BOARD APPROVAL FORM.....	125

LIST OF TABLES

Table	Page
I. International Students' Nations of Origin and Gender.....	53
II. International Students Categorized by Academic Level, College, and Length of Residence.....	54
III. Frequency and Percentage of Responses to Question Part One: Available Media Sources at International Students' Residence in the United States	56
IV. Relationship Between International Students' Radio Listening and Academic Classification.....	59
V. Relationship Between International Students' Radio Listening and Gender	60
VI. Relationship Between International Students' Radio Listening and Length of Residence.....	61
VII. Relationship Between International Students' Television Viewing and Academic Classification.....	63
VIII. Relationship Between International Students' Television Viewing and Gender	64
IX. Relationship Between International Students' Television Viewing and Length of Residence.....	65
X. Relationship Between International Students' Theater Attendance and Academic Classification.....	67
XI. Relationship Between International Students' Theater Attendance and Gender	68

Table	Page
XII. Relationship Between International Students' Theater Attendance and Length of Residence.....	69
XIII. Number and Percentage of Responses to International Students' VCR Use	70
XIV. Relationship Between International Students' Video Tape Rental and Academic Classification.....	71
XV. Relationship Between International Students' Video Tape Rental and Gender	72
XVI. Relationship Between International Students' Video Tape Rental and Length of Residence.....	73
XVII. Relationship Between International Students' Magazine Reading and Academic Classification.....	75
XVIII. Relationship Between International Students' Magazine Reading and Gender	76
XIX. Relationship Between International Students' Magazine Reading and Length of Residence.....	77
XX. Relationship Between International Students' Newspaper Reading and Academic Classification.....	79
XXI. Relationship Between International Students' Newspaper Reading and Gender	80
XXII. Relationship Between International Students' Newspaper Reading and Length of Residence.....	81
XXIII. Radio Content Preferences by International Students	82
XXIV. Music Preferences by International Students	83
XXV. Television Content Preferences by International Students	84

Table	Page
XXVI. Movie Content Preferences by International Students	85
XXVII. Magazine Preferences by International Students.....	86
XXVIII. Newspaper Preferences by International Students	87
XXIX. Newspaper Content Preferences by International Students.....	88
XXX. Perceived Function of American Media by International Students.....	89
XXXI. Information Sources of International Students	90
XXXII. Relationship Between International Students' Length of Residence and Preferred Method of Receiving Daily News Information.....	91
XXXIII. Relationship Between International Students' Nationality and Preferred Method of Receiving Daily News Information.....	92
XXXIV. International Students' Attitudes Toward American Media by College	96
XXXV. International Students' Attitudes Toward American Media by Country	99
XXXVI. Attitudes Toward American Media by International Students' Length of Residence	100

LIST OF FIGURES

Figure	Page
1. International Students' Overall Attitudes Toward American Media.....	94
2. International Students' Attitudes Toward American Media by Gender	98

CHAPTER I

INTRODUCTION

General

Every year, millions of students from different backgrounds and cultures attend colleges and universities in the United States. More than 3,000 institutions of higher education exist in this country; however, nearly 80 percent of these colleges and universities are unable to fill the classrooms.¹ Aware of this economic factor, many institutions try to expand their enrollments in order to survive: almost all these colleges and universities have recruited a considerable number of international students. Consequently, American institutions are facing a challenge concerning how to make higher education relevant in a global society and how to expand the international dimension. This expansion phenomena will only become increasingly important as more and more international students enroll in these institutions.

A large number of international student enroll in colleges and universities of the United States because these institutions are some of the most technologically advanced in the world. In an era of high industrialization, the exchange of technology and science is very important to all industrial nations, including the United States. International students are the most powerful tool available for internationalizing higher education, and they play a key role in the process of cultural and technological exchange. Their stay in the host countries not only

provides them an opportunity to fulfill the knowledge required for their individual benefits but also their home countries'. To study abroad offers international students a tremendous opportunity to renew their interest, to extend their knowledge, and to experience cultures of different countries. International students are regarded as important information and education resources to both their home countries and the host countries in which they study.

In a word, internationalization is not only a widely used word in higher education but in fact an inevitable trend in the global society. The immense contributions of international students on any international exchange cannot be ignored. Since every international student has his or her individual background and native culture, the attitudes held by all international students toward the culture of their host country are widely diverse. Their experiences in the host country, exposure to mass media, and other communication patterns contribute to formation and modification of attitudes toward this country. Since the United States has approximately one-third of the world's total international student population, higher education in the United States is undoubtedly considered the most typical example and the best place to conduct research about issues concerning international students.²

Current Statistics of International Students in the United States

Every year, a large number of international students enroll in both graduate and undergraduate programs in United States educational institutions. The number of international students has increased steadily since 1954.³ The major reasons for international students coming to the United States are to get advanced education or training that is not available at home, to acquire prestige through a degree from a U.S. institution, to take advantage of available scholarship funds, to escape

unsettled political or economic conditions, and simply to learn more about the United States.

Since the early 1980s, the number of Asians and Europeans in U.S. institutions of higher education has increased rapidly. According to statistics of international enrollment from the Institute of International Education's annual publication Open Doors, during the academic year 1993-94, there were 449,749 international students enrolled in the U.S. colleges and universities. This record number is a 2.5 percent increase in comparison with academic year 1992-93.⁴

The total number of international students enrolled during 1993-94 can be broken into several categories by academic levels: graduate students, 44.7 percent; undergraduates, 47.5 percent; students in English Language Institutes, 3.2 percent; practical training, 2.5 percent; and the remainder, nondegree, 2.1 percent. The most popular majors among those enrolled at the college level were business and management, 19.4 percent; followed by engineering and technology, 16.9 percent; and physical and life sciences, 8.8 percent.⁵

During the academic year 1993-93, Asian students accounted for more than half the international enrollment with 58.9 percent. European students made up 13.9 percent of the total international student population and were the second largest regional group after Asians. Latin American students composed 10 percent of the international student population in the United States.⁶

Nine of the top ten sending countries were Asian countries during 1993-94. Collectively these nine countries accounted for over 240,000 students or 53 percent of the total international student enrollment in the United States. The largest proportion of international students came from the Far East. China with 44,380 had the most students in the United States. Other leading Asian senders were Japan with 43,770, Republic of China/Taiwan with 37,580, India with 34,800, and Korea with 31,080.⁷

Europeans accounted for an increasingly large proportion of the overseas student population with 62,422, up 7.6 percent from the preceding year. Seventy-nine percent of the above number were Western European students. Eastern European students, a rapidly expanding proportion of student enrollments, were 12,929 in the academic year 1993-94, a 31.9 percent increase from the previous year.⁸

In the Western Hemisphere, during 1993-94, the largest number of international students were from Canada and Mexico -- accounting for 44 percent of international students from the Western Hemisphere -- followed by Brazil, Venezuela and Colombia.⁹

Open Doors revealed that during the academic year 1993-94 within the United States, the Northeast, in particular, attracted a great proportion of international students. In addition, the Midwest and the Pacific regions were the second and third destinations most popular for international students. California had the highest number of international students among the states, followed by New York, Texas, and Massachusetts. Boston University reported the largest population of international students among all institutions with 4,547.¹⁰

International Students at Oklahoma State University

According to statistics released by International Student Services at Oklahoma State University (OSU), 1,866 international students were enrolled on the main campus in Stillwater in fall of 1995. This figure was 56 more than the previous year and made up more than one-tenth of the whole student population at this university.¹¹

In the 1994-95 academic year, there were 786 graduate students, 985 undergraduate students, and 178 special students at Oklahoma State University.

These international students made characteristic field-of-study choices. Six hundred fifty-seven chose to pursue degrees in engineering, followed by business management and administration with 365.¹²

India was the leading place of origin with 258 students, followed by Indonesia with 225, Malaysia with 214, People's Republic of China with 186, and Republic of China/Taiwan with 131. Classified by gender, male students accounted for 71.59 percent of the OSU international student population.¹³

Background

A large number of international students have been continuously coming to Oklahoma State University from various countries for different major fields of study. While they work toward their degrees, they also enrich the intellectual life of the campus. As the number of international students in the higher education of the United States increased, the need for more research information to measure their orientation in this country grew.

Needless to say, mass media play a vital role in the wave of social, economic, cultural, and political changes that have traversed the world. During the international students' sojourn at the university, mass media provide them with information on current events and entertainment for relaxation. International students learn from what they hear on the radio, what they see on television, what they read in newspapers or magazines. These information sources are central to their behavior and social experiences in the country in which they study.

Without a doubt, international students are deeply influenced by a diversity of communication media and change their viewpoints about many issues according to what they get from their information sources. A great portion of the media practitioners are concerned about the image and performance of their media with

the public. International students' differences in media use patterns may be related to their different cultural backgrounds. Furthermore, their attitudes associated with certain cultures may determine the perception level of media credibility. In this study of international students' perception and attitude formation about their host country, there is a pressing need for the role of the media to be addressed. This research will help Americans evaluate different cultures, improve mutual understanding with international students, and establish more efficient communication patterns with international students.

Statement of the Problem

The aim of this study is to determine, within time and facility limitations, the behavior and attitudes of international students at Oklahoma State University toward American media. Based on the current lack of research to measure the perception of the international students in the college town of Stillwater, Oklahoma, there is a definite need to obtain current data for media operators to consider in their programming or newsroom decision making, especially the local stations. Thus, a systematic study of feedback from this one-tenth proportion of the OSU student population could provide media practitioners with indications of what degrees of media perception and persuasion are operating among international students in the campus community.

Significance of the Study

The significance of this study is that it explores a representative sample of the international student population enrolled at Oklahoma State University in the fall semester of 1995. This study may contribute to the literature in the area of

international students and their media use patterns with respect to their social and cultural differences. With the analysis of the collected data, it is expected that a clear picture of international students' media use patterns, content preferences, and attitude formation can be gained. Such information can provide other researchers with a basis for further studies in relevant fields. Furthermore, the data will provide management-level media practitioners with useful recommendations for offering better news coverage or programs to meet the needs of these students.

Purpose of the Study

While many past studies have addressed the issues related to conceptions of, and attitudes toward Americans, there have been few research efforts exploring the media as information sources and media related to attitude formation and change of this highly educated group from different regions around the world. The overall purposes of this study are to provide a detailed demographic look at the media exposure, preferences, and attitudes of international students at Oklahoma State University, and to examine factors related to their media exposure, content preference, attitude formation and attitude change toward their information sources. This study is meant to determine:

1. Are there any differences in media exposure and content preference of different types of media among international students from different geographical regions, genders, educational levels, college classifications, or length of stay in the United States?
2. Are there any differences in the attitudes of international students toward American media according to their geographical regions, genders, educational levels, college classifications, or length of stay in the United States?

The dependent variables in this study include media consumption, media preferences, perception levels toward various media, toward media contents, and toward media-related concepts. The independent variables are the demographics used in this study, such as gender, major, college classification, nation of origin, and length of stay in the United States.

Objectives of the Study

How do the international students at Oklahoma State University use mass media in the United States? Is there any difference in exposure to the mass media among the international students with different personal and social characteristics? What are the attitudes of the international students toward American media? Which medium has the highest credibility? Do the attitudes of international students toward American media differ with respect to their length of stay?

Although this survey is not to be an exhaustive look at the international students in the United States, the overall objectives addressed in this study are:

1. To examine the media behavior of international students attending Oklahoma State University.
2. To determine their perception levels toward the American media, associated with different personal and social characteristics.

This study will investigate media use by a random sample of international students at Oklahoma State University; furthermore, it will examine the nature of their attitudes toward the American media. The overall image of the media will be addressed, as well as the relative credibility of various media. In addition, this study will seek to determine the relationship between the length of the international student's sojourn in the United States and the change of his or her attitude toward the media. The differences in media exposure among international

students from different countries with different personal and social characteristics will also be presented.

Definition of Terms

There are certain terms that should be defined clearly for use in this study:

International Students. For the purpose of this study, this term is defined as students who are not citizens of the United States of America. The survey population in this study includes those full-time students who enrolled on the main campus of Oklahoma State University at Stillwater, Oklahoma, during the fall semester of 1995. Those students should carry nine credit hours or more of coursework at that time.¹⁴

Mass Media. This term refers to those organized communication channels which reach a large numbers of diverse kinds of people quickly and efficiently.¹⁵ The term used in this study includes radio, television, movies, magazines, and newspapers. By means of these channels, the student initially encounters information, entertainment, and persuasion.

Media Behavior. For the purpose of this study, this term is defined as the media consumers' exposure to the media and content preferences.

American Media. American media are considered as the media which are operating inside the United States.

Attitude. According to Earl E. Davis,

Attitude is an inferred entity, something which is not measured directly but rather deduced from other observable data. Attitude is an inferred factor within the individual which involves a tendency to perceive and react in a particular manner toward some aspect of his environment.¹⁶

For the purpose of this study, attitude is defined as the predisposition of the individual to evaluate some symbol or aspect of his world in a favorable or unfavorable manner.

Limitations and Assumptions

The study covered only those international students enrolled at Oklahoma State University during the fall semester of 1995. Therefore, the study was limited to generalizing the results only to certain international students who were attending this university. The respondents were selected in a stratified random sampling technique, and only twenty-two countries were involved. The study was limited in time by necessity; hence, only a few trends could be examined in detail.

The variables of media behavior and attitudes toward the American media are important, and their examination will contribute to understanding attitude formation of international students in the United States. Because of different nations of origin and length of stay in the United States, it was assumed that international students had different media use patterns and different opinions about American media that needed to be examined. It was assumed that the international students were all willing to provide accurate and honest responses, and this survey had great validity because the interviews were conducted by the writer, herself an international student. The concepts of attitudes, media behavior, and relationships could be measured with statistical utility.

Organization of the Study

Chapter II focuses on the literature concerned with studies of communication patterns and attitude change relevant to the international students in the United States.

Chapter III explains the methodology of data collection and survey procedure of this study. This chapter outlines the methodology used to select respondents from the population of international students at Oklahoma State University, how the questionnaire as a survey instrument was administered and what kinds of questions were included on the questionnaire.

Chapter IV presents the research findings and uses statistical analysis to interpret the results in detail.

Chapter V summarizes the study along with conclusions from the collected data and recommends ideas for further study.

ENDNOTES

¹Gregory A. Barnes, The International Student's Guide to the American University (Illinois: National Textbook Company, 1991), 5.

²Ibid., 8.

³Todd M. Davis, ed., Open Doors: Report on International Educational Exchange (New York: Institute of International Education, 1994).

⁴Ibid.

⁵Ibid.

⁶Ibid.

⁷Ibid.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

¹¹Ilaine Burgess, Oklahoma State University International Student Statistics, Data presented as annual census of foreign students for "Open Doors Data" from International Student Services, Oklahoma State University, OK., 1994/95.

¹²Ibid.

¹³Ibid.

¹⁴William. D. Warde, Sampling Methods (Oklahoma: Oklahoma State University, 1990), 32.

¹⁵Walter Weiss, The Handbook of Social Psychology: Effects of the Mass Media of Communication (Massachusetts, 1969), 79.

¹⁶Earl E. Davis, Attitude Change (Paris: Unesco, 1965), 8-9.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In modern society, mass media play a significant role in shaping public opinion. Students studying abroad are influenced either consciously or unconsciously by the media operating in the host countries. In other words, mass media have undoubtedly some impact upon the political, economic, cultural, social, and psychological aspects of an international student's daily life.

In the past two decades a series of studies have been conducted in the United States to determine the factors which account for international students' orientation and communication in U.S. institutions of higher education. Each one of these studies, in a variety of ways, has improved the information needed to understand the communication patterns and cultural differences among these international students. Also, results of these studies helped to reduce students' cultural conflicts and misunderstanding, and contributed to establish assumptions for further studies in this relevant field.

As an approach to the study of international students' media use patterns and attitudes toward the media, this chapter begins by reviewing the literature relevant to cultivation theory and attitude formation. Furthermore, previous studies concerned with international students' attitude change and media use are presented to provide a basis for the study of cross-cultural communication.

Cultivation Theory

There are a considerable number of theories concerned with the communication process and influences of mass media. Among the numerous theories, the cultivation theory seeks to explain the general influences of mass media on human life.

The theory and methods of cultivation analysis were developed primarily in the context of the political, cultural, and media systems of the United States and have now been utilized for over twenty years.¹ Initial research in the cultivation analysis began with the 1967-68 study of media-portrayed violence for the National Commission on the causes and prevention of violence.² In 1969, George Gerbner published an article titled "Towards 'Cultural Indicators': The Analysis of Mass Mediated Public Message Systems." In the article, he introduced the idea of cultivation which refers to the long-term formation of perception and beliefs about the world as a result of exposure to the media.³ As Lowery and DeFleur stated, the major thesis of Gerbner's research is that "heavy viewers of television will see the world as a more violent and fearful place because of the high levels of violence shown on their television screens."⁴ "The effect of television exposure to the same messages produces what Gerbner calls cultivation, or the teaching of a common worldview, common roles, and common values," Severin and Tankard said.⁵ In other words, television makes specific and measurable contributions to viewers' perceptions of reality.

In the Violence Commission's report, Gerbner used the term "cultural indicator" to show the elements in the messages that reflect the culture. He suggested that these cultural indicators can be assessed by examining television and asking four questions: What is? (What is present in the messages to the highest levels of frequency?) What is important? (What indicators are presented in a

context of importance or relevance?) What is right? (What is the interpretive context of the presentations?) What is related to what? (What concepts are usually found interrelated in messages?)⁶

In 1980, Paul Hirsch argued that Gerbner's research did not control other variables which influence the results. According to Hirsch, if the researcher simultaneously controls several social demographic variables, the impact of television on viewers is rather small.⁷

This critique influenced Gerbner's revision of his cultivation theory. In 1980, Gerbner published another article, "The Mainstreaming of America: Violence Profile No. 11," adding two additional concepts to the original theory: "mainstreaming" and "resonance."⁸ The addition of the two concepts to cultivation theory is a substantial modification of the theory.

Gerbner said "mainstreaming occurs when heavy viewing leads to a convergence of outlooks across groups."⁹ In other words, differences are found in the responses of different television viewer groups. These differences usually are associated with the varied cultural, social, and political characteristics of these groups. Heavy viewers may absorb or override differences in perspectives and behavior that ordinarily stem from other factors and influences. Furthermore, Gerbner explained that mainstreaming "can be thought of as a relatively commonality of outlooks that television tends to cultivate."¹⁰ This concept takes into account the sharing of commonality among heavy viewers across demographic groups while light viewers retain divergent views. In other words, according to Gerbner, "differences deriving from other factors and social forces may be diminished or even absent among heavy viewers."¹¹

With the addition of these two concepts, the cultivation theory no longer claims uniform, across-the-board effects of television theory. The revised theory now claims that television interacts with other variables in ways that produce

strong effects on some subgroups and not on others.¹² As Lowery and DeFleur stated, "the theory has been expanded in an effort to move beyond the issues of violence to address the more general influences of television on human social life and personal beliefs."¹³

Although the early studies concentrate on the impact of television violence, some researchers continue to include a broader range of topics such as social life, personal belief, and attitude in their analysis of media. Morgan and Signorielli claimed:

The goal of cultivation analysis is to determine whether differences in the attitudes, beliefs, and actions of light and heavy viewers reflect differences in their viewing patterns and habits, independent of (or in interaction with) the social, cultural, and personal factors the differentiate light and heavy viewers.¹⁴

They reached their conclusion by identifying the critical discrepancies between the world and the world as portrayed on television, including images, values, beliefs, opinions, or attitudes. In summary, cultivation theory is an attempt to understand and explain the dynamics of television as a distinctive feature of this age. As Signorielli and Morgan explained that this theory "is not a substitute for, but a complement to, traditional approaches to media effects research concerned with processes more applicable to other media."¹⁵

In the modern world, international students study abroad can learn the norms, roles, and social organization of the host country by watching television, reading newspapers or magazines, or going to the movies. Therefore, the media provide unwitting training in students' overseas experiences. International students' beliefs and attitudes are learned on the basis of what they believe to be real. In general, their beliefs and attitudes are formed through observing depiction of social situations in various media.

Because of the significant role of media use as a component of international students' attitude formation toward the United States, the research of media cultivation and students' cross-cultural backgrounds is getting important. In other word, the knowledge of the cultivation process is by no means complete and many cultivation analyses must continue to explore. The development of cross-cultural studies will provide even more information about the generalizability of cultivation as a phenomenon. To move toward a theory of cross-cultural learning, many more studies in international settings are needed. Using the cultivation theory as a basis to examine the modern media system across cultural dimensions, there are many additional substantive areas to address.

Attitude Formation and Change

Rokeach claimed attitude as a belief system. He stated, "a belief system may be defined as having represented within it, in some organized psychological but not necessarily logical form, each and every person's countless beliefs about physical and social reality."¹⁶ Unlike a doctor who can observe a patient's anatomy, an attitude cannot be directly observed, measured or studied. An attitude is a complicated internal state within every person.

Based on this theory, Rokeach defined attitude as "a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner."¹⁷ He suggested that not all beliefs are equally important; they vary along a central-peripheral dimension. Therefore, Rokeach concluded that more-central beliefs will resist change more than less-central beliefs.¹⁸

On average, an adult probably has tens, hundreds, or thousands of beliefs or attitudes. An attitude, according to Rokeach, represents a cluster or syndrome of

two or more interrelated elements. He concluded that behavior is a function of the interaction between the two attitudes -- attitude-toward-object and attitude-toward-situation.¹⁹ Rokeach suggested that "the recognition that the two kinds of attitudes will cognitively interact with one another implies that they will have differing degrees of importance with respect to one another, thereby resulting in behavior that will be differentially influenced by the two kinds of attitudes."²⁰

Rokeach asserted that it is not enough to say social behavior is a function of two attitudes. "To predict behavioral outcome requires a model about the manner in which two attitudes will cognitively interact with one another," he suggested that the two attitudes are assumed to affect behavior in direct proportion to their perceived importance with respect to one another.²¹

The term "attitude change", encountered in the 1950s, has occurred with increasing frequency in the social and psychological literature in recent years and has come to designate a specialized area of research.²² Some major textbooks of social psychology state that communication is the cornerstone of man's social behavior. In any attempt to persuade, change the attitude of, or influence other persons, a man must necessarily make use of communication. On the one hand, attempts at attitude change through interpersonal communications involve the personality of the recipient of the communication and of the communicator. On the other hand, such face-to-face contact between the communicator and his audience is lacking in mass media.²³ The broad issue of mass media as a means of attitude change has surfaced recently, and must be considered from the viewpoint of the society or culture as a whole.

Attitudinal Studies of International Students

Among studies related to the field of international students, a large amount of research concerns what happens to international students during their stay in the United States. Most of these studies focus on the students' problems of social adjustment and cultural conflict. The literature on attitudes is voluminous and most is interested in international students' attitudes toward the United States, toward Americans, and toward American students. A great majority of studies take a psychological or sociological approach to investigate what causes the attitude changes and how these affect the international student's evaluation of Americans and the United States.

Loomis and Schuler completed one of the pioneer studies about international students' attitude change in 1945. In their study among 62 Latin-American agriculture trainees in the United States, Loomis and Schuler found that these students held a more favorable attitude toward this host country after their one-year stay.²⁴

Similarly, Scott's 1954 study showed that international students who had more contact with Americans were more likely to hold a favorable attitude toward the United States. These contacts included books, films, news, travels abroad, or American friends.²⁵ In another study, Scott found that Swedish students' favorable attitudes toward the United States were related to contacts with Americans. Scott remarked that "the primary and all-but-universal reaction of Swedish students to their American experience is amazement and gratitude for the outpouring of hospitality."²⁶

Lambert and Bressler's 1954 survey examined Indian, Pakistani, and Ceylonese students' adjustment to their new cultural environment and to

understand how these students perceived and interpreted American institutions in terms of their relevance to the students' native cultures.²⁷ They concluded:

This mechanism of cultural reference is operative among all students and is applicable to all institutional areas over all points of time, whether or not images of American life are divided from the media of mass communication or from direct observation.²⁸

Several studies suggested that international students first come to the United States with an image of a safe society, but affected by the media, they very soon learn about the existence of high rates of crime and violence. Especially, a great number of studies found that international students are more critical of race discrimination than of any other aspects of American life. According to Markham, most international students arrive with favorable images and attitudes toward the United States. Affected by mass media, these images tended to become more negative, especially regarding social discrimination.²⁹ Mowlana and McLaughlin also found in 1969 that international students develop attitudes about the United States primarily from aural media such as radio and television, then from U.S. publications, foreign publications, and only lastly from personal communication. Background variables such as home country, field of study, tenure in the United States, or place of residence did not yield any consistent pattern.³⁰

In a study conducted by Beals and Humphrey among Mexican students, Mexican students were found to admire political life in the United States; however, these students also criticized manifestations of democracy in social relationships and treatment of minorities.³¹ Many African students arrive with apprehensions about racial discrimination. In a 1963 survey of African students the United States Information Agency reported that respondents encountered racial discrimination in the United States. But these students still considered the living standard in the

United States relatively high as a result of its people's industriousness, creative technology, and efficiency in management and production.³²

Two studies were completed at Oklahoma State University investigating international students' adjustment in the United States and their social relationship with Americans. In the first study in 1974, Moftakhar found that the majority of Iranian students seemed unable to properly adjust themselves to American culture. Moreover, most international students at this university were unaware of the system of higher education in the United States.³³

While most previous studies addressed how international students adjust themselves in the United States, a considerable number of recent studies have focused on the social behavior of international students and their evaluation of Americans. General evaluations of Americans do not seem to have changed from prior periods. In Moftakhar's 1974 study, Americans were considered to be hard-working, friendly, informal, solicitous, immature, superficial in friendships, on occasion "superior" in demeanor. Findings also indicated that Americans were viewed by international students as poorly informed about foreign countries, with many misconceptions about the mentality, social life, education background, and civilization level of peoples abroad.

The second study was conducted by Wilson among 160 international students in 1975. This study sought to determine the extent of social relations from selected nationality groups, and to examine the existing relationship between the students' social relation and attitude toward Oklahoma State University. Wilson found that the students' cultural national backgrounds were related to their social relations. In comparison to off-campus students, on-campus residents were more interested in social activities. It took time for international students to become involved in social activities with Americans and non-Americans.³⁴

To study how international students' attitudes toward Americans and the United States change during their sojourn in the United States, researchers developed a specific attitude pattern called the U-curve. According to Pool, the U-curve can be described as follows: international students first start with a wave of positive impressions toward the United States, then a set of negative ones occur because of adjustment problems, and then more positive impressions arise as time of residence increases and a more sophisticated insight is gained.³⁵

This U-curve pattern emerged for the first time in Sewell, Morris and Davidson's 1954 study of Scandinavian students in the United States. The researchers suggested the relationship between an international student's length of residence and his attitude toward this country could be curvilinear.³⁶ In this study concerned with Scandinavian students' image of the United States, these students characterized the basis of American social life as "materialism and the superficiality of personal relations." In this study, it can be generalized that the students' overall attitude toward Americans and the United States was favorable. Swell's later study suggested that the student's attitude formation was associated with the students' English speaking facility, socio-economic status, prior contact with Americans, and their desire to adopt the patterns of United States.³⁷ In the same year, Passin and Bennett's study verified that longer U.S. residence by an international student led to a more favorable view of the United States.³⁸

One of the pioneer studies in international student's communication was Coetho's 1958 study of 60 Indian students' perceptions about the United States. The purpose of this study was to evaluate the images of the United States and India among the subjects during a prolonged sojourn abroad.³⁹ The results of this study confirmed the U-curve pattern.

Heath achieved the same U-curve in his survey at Berkeley in 1970. He stated that during the first phase, it is the effects of advanced technology which

strike international students. Then, after four to six months, the student looks behind the sparkling technology and finds hypocrisy, materialism, and racism. In the third phase which starts after about eighteen months, the student begins to attain the level of satisfaction he enjoyed in phase one.⁴⁰

With emphasis on the significant role of phases and the length of sojourn, the U-curve hypothesis cannot be viewed as operating universally. Some studies indicate a reverse U-curve for students from less developed countries. Furthermore, studies show that international students from Western industrialized countries tend to socialize more with Americans than do students from non-Western and less-industrialized countries. In a study of international students on the UCLA campus in 1968, Backer found the U-curve pattern to be a valid characterization of the Western European or Scandinavian students in the United States, a reverse pattern was found for the majority of students from underdeveloped countries.⁴¹

In addition to length of sojourn, field and level of study appear to be major determinants in the growth of role attitudes and social orientations. Jammaz's 1972 study investigated 400 male Saudi Arabian students' adjustments in the United States' institutions of higher education. He found age, major, size of college, marital status, and previous employment at home were associated with inadequate adjustment.⁴² Jammaz's finding showed that science and engineering students tended to adjust better than students in the humanities or the social sciences.

Some researchers suggested that international students' adjustment, participation, interaction, and feelings of personal satisfaction, on average, tend to be greater in high-quality small colleges than in large institutions. Selltitz found that international students in small colleges and towns engaged in more frequent and more intimate interaction with Americans than students in large towns and

universities.⁴³ Similarly, Jammaz in his study noted that Saudi Arabian students adjusted better at small colleges than at larger ones.⁴⁴

Students are more likely to develop favorable attitudes toward the host country if they start out with realistic expectations and experience a high degree of immersion in the culture. Furthermore, changes in students' attitudes toward their home culture are apparently conversely related to the attitudes developed toward the host culture. An increased appreciation of the host culture is sometimes accompanied by more critical views of the home country. This happens when new values, attitudes, and ideas adopted from the host country seem in direct conflict with those encountered by the students when they return to their home countries.

In a study conducted by Bennett among 47 Japanese who had previously received education in the United States, he found that Japanese scholars returning to Japan faced difficulties reorienting themselves to their native culture.⁴⁵ Useem and Useem reported that Indian people considered the student returnees from the United States "too American."⁴⁶

Research on International Students and Media Use

In comparison to the studies of international students' attitude and attitude change in the United States, less information is available about the communication behavior and media use patterns among these groups from different cultural backgrounds with different personal and social characteristics. Since media are regarded as a part of American society, they influence beliefs and opinions of human life, including those by the international students. Earlier studies on international students' attitude and attitude change emphasized their perception toward this host country, the United States of America. However, little research paid attention to the changes which were obviously substantially influenced by the

mass media. In the study of international students' sojourn in the United States, there is a pressing need for information about the uses and effects of the media on attitude formation and modification.

Carter stated that forming, fixing and transmission of images are basic processes in communication.⁴⁷ Communications, either through personal contact or through mass communication media, may be considered an important variable contributing to the formation and change of images.

In 1958, Ellison and French conducted a survey among 87 Thai students at Indiana University to determine "What Foreign Students Think of Our Press." The press was defined as newspapers and magazines. The results disclosed that most of the Thai students were dissatisfied with coverage of their country's news in the American press. Most of them, however, had a generally higher opinion of the American press than of their own national press. Most of the students showed a great interest in the nature of freedom of the press.⁴⁸

A study to which the present one is greatly indebted was conducted by Dawson among 66 international students in the University of Iowa. Dawson was interested in the attitude, impressions, and preconception of the international students regarding the United States and Americans and the possible relation of these to experiences with the American mass media in their home countries. Dawson found that respondents were well acquainted with American motion pictures, magazines, books, and to a lesser extent radio, newspaper, and television. Regarding their preconceptions about the United States, the respondents believed that they had been more under the influence of American motion pictures than other American media.⁴⁹

According to Dawson, the original image of the United States and Americans borne by respondents in this study was generally favorable despite certain stereotypical notions prevalent among them. The major part of this image

had been shaped by American media available in the home countries of the respondents.

In an extensive exploratory study of international students' image changes, Markham administered a five-year survey on the same campus. He found that international students came to the United States with a favorable image of the United States and Americans, but these images changed over time in a less favorable direction. Markham also found that the mass media were major sources of image information about the United States and Americans among the students and continued to be important during the student's American experience, though his or her use of the media dropped slightly.⁵⁰

In 1964, the United States Information Agency investigated the media behavior of 330 Sub-Sahara African students in the United States and found that the mass media have been the principle sources of information to respondents. While most of the respondents were impressed with American movies compared with other media, they agreed that American movies were inaccurate in their portrayal of real life in the United States.⁵¹ Later, Parr's 1973 study indicated that international students did not believe people on television were like persons in real life. Television was a major form of leisure time activity for most social groups, and the respondents involved in this study never bought products as a result of watching television commercials.⁵²

In Pierce's 1958 study, 641 international students from 82 countries were asked to indicate their feeling about advertising in the United States. The results indicated that most students had a favorable attitude toward American advertising.⁵³ The major reasons for favorable attitudes toward American advertising were the enjoyment it provided personally and the assistance it gave to business. On the other hand, the major reasons for unfavorable attitudes were the large amount of advertising and the high level of bias and untruth.⁵⁴

Sevilla-Que's study suggested that in most cases a high media usage was reported for international students during their pre-arrival period, and a decrease in media usage was noted after the students' arrival.⁵⁵ According to Carey, television has been the most used media by international students after their arrival in the United States. The students spend more time watching television, and this time is largely independent of social class, education, religion, and age. The primacy of television watching over other media is in the variety of programming which appeals to different interests and tastes.⁵⁶ However, according to Mowlana and McLaughlin, the use of information sources among international students interacts with various classification variables, including country of origin, college major, place of residence and familiarity with English.⁵⁷ These variables all affect media exposure and any related media perception.

In a questionnaire study of 80 foreign student couples conducted by Ryu, the mass media were analyzed as agents of socialization. The results indicated that the availability of mass media to foreign student families was high, but that patterns of usage were related to English proficiency.⁵⁸ Native English speakers were more likely to watch television for relaxation while non-English speakers were more likely to watch it to improve their language skills or to learn about the culture. In general, American friends and compatriots were rated as more useful than the mass media as sources of learning about America and the English language. Among the media, television and newspapers were rated nearly as useful as were people. Television was rated by the non-English speakers as the most useful medium for the majority of topics, while a combination of television and newspapers was selected by the native English speakers as the most useful media for them.

In 1979, Semlak conducted a study involving 95 foreign college students from 26 countries on the effect of media use and the formation of students'

attitudes toward U.S. political leaders. He examined the effects of television network news, the daily newspaper, radio news, foreign newspapers, and short-wave radio broadcasts on the students' attitude formation.⁵⁹ According to Semlak, students' attitudinal structures differentiated according to various media use patterns. Specifically, foreign originated media were indicated as the most important influence on foreign students' perception formation toward United States political leaders and institutions. Semlak concluded that "clearly the data suggest aggregate media use is related to some perceptions of the United States formed by foreign students."⁶⁰

In a comparison of media credibility ratings by African and American students in 1982, Pratt found that African students' credibility ratings for foreign news coverage in American media were lower than those of white American students.⁶¹ Pratt's 1993 comparative research also showed his concern about cross-cultural study of news media preferences. While American students exposed themselves more to print media, according to Pratt, African students considered television a more credible information source.⁶² The cultural differences in communication patterns between the two student groups indicated that interpersonal news channels were used relatively more by African students in comparison with the mass media among American students.

In 1973, Ku surveyed 200 international students on the campus of Kansas State University to determine the relationship between media usage and attitudes of international students toward the United States. Ku found that in their native countries, respondents had more exposure to American radio and magazines than American newspapers or television.⁶³ Content preference after arrival was toward news. Contrary to earlier findings by Ellison and French in 1958, Ku concluded that the majority of students were satisfied with the news coverage of their native countries by American media. It was noted, however, that the higher the student's

exposure to the American media, the less favorably they viewed Americans. Moreover, attitudes toward the United States government were found less favorable among more highly exposed students to the American media.

In Koshy's 1973 study of media use for news indicated that Indo-Asians are interested in knowing about news of India in American media, but they are dissatisfied with the amount of Indian news received. A larger percentage of non-student Indians than Indian students watched television for news, while a larger percentage of Indian students than non-student Indians used newspapers for news during their residence in the United States.⁶⁴ By contrast, a 1975 Harris Poll concerning American views toward news in newspapers and news magazines and on radio and television concluded Americans depend more on television for their news than any of the other media.⁶⁵

A 1973 Gallup Poll indicated Americans expressed a greater confidence in newspapers than in television. Thirty-nine percent of Americans said they had a "great deal" or "quite a lot" of confidence in newspapers, and 37 percent expressed a comparable degree of confidence in television. Six years later, a Gallup Poll showed a larger gap between the two media: 51 percent having a high degree of confidence in newspapers and 38 percent in television.⁶⁶ In the same year, Parr's study indicated that television was considered the most reliable source of news among international students.

In Okigbo's study of 249 Nigerian students, more than half the sample said they looked for news about Nigeria often or very often in American newspapers.⁶⁷ Okigbo noted that a significant relationship between expiration plans and media use patterns cannot be denied. In this study, a discriminate analysis attempted to differentiate between returnees and non-returnees on the basis of their profiles with respect to seven extracted factor dimensions. Findings suggested that American media were the most important discriminating factor. Non-returnees were found to

patronize the American media more and care less about Nigerian communication.⁶⁸

Viswanath investigated Asian and European students' perceptions of international news reported in the United States media in 1988. His findings showed that both Asian and European students felt frustrated after exposure to American media. Those 92 international students complained that international news coverage was biased, inaccurate, and inadequate in United States media.⁶⁹ In his survey, Viswanath found that the more Western-oriented the students, the more critical they were.⁷⁰ Viswanath suggested that socialization factors such as media exposure, inter-cultural exposure, and participation in American social and academic life could help international students cultivate a favorable outlook on American environments.⁷¹

Rehman and Reilly in their 1990 findings showed that both U.S. and international students believed major international events were covered well by American commercial television. However, international students were significantly less complimentary of minor international events coverage. In other words, international students overall were more critical than American students of the American media.⁷²

In 1994, Fryman and Harmon brought together sets of foreign students and American students to watch and react to news packages from CNN "World Report" programs. Their finding suggested that international students overall were more likely than American students to view all stories more positively.⁷³ Students from India viewed the stories from Indian broadcasters more favorably than the other students did.⁷⁴ A strong degree of support showed that the longer international students have resided in the United States, the more critical they will be of all news coverage, including that from their own country.⁷⁵ This research indicated that such news packages can increase the visual medium's effectiveness.

Summary

The foregoing literature reveals that international students come to the United States with a favorable image of this country. After their stay in the United States for a period of time, students' attitudes will change. Although some studies indicate some contradictions in their findings, international students' most common attitude pattern is characterized as a U-curve.

The literature also indicates that American media are the students' major sources of information. International students' exposure to the media shapes their images about Americans and the United States. However, the students' attitude change is related to length of stay in the host country.

The literature shows differences in media preference between American students and international students. Television and newspapers are generally the most used media by international students. Although most studies indicate that international students are dissatisfied with news coverage in American media, they still rely on the media as major sources of information.

ENDNOTES

¹Michael Morgan, "International Cultivation Analysis," in Cultivation Analysis: New Directions in Media Effects Research, ed. Nancy Signorielli and Michael Morgan (California: SAGE Publications, Inc., 1990), 225.

²Shearon A. Lowery and Melvin L. DeFleur, Milestones in Mass Communication Research: Media Effects (New York: Longman Publishers, 1995), 404.

³George Gerbner, "Toward 'Cultural Indicators': The Analysis of Mass Mediated Message Systems," AV Communication Review 17 (1969): 137-142.

⁴Lowery and DeFleur, 404.

⁵Werner J. Severin and James W. Tankard, Jr., Communication Theories: Origins, Methods, and Uses in the Mass Media (New York: Longman Publishers, 1992), 249.

⁶Gerbner, "Toward Cultural Indicators," 140.

⁷Paul Hirsch, "The 'Scary World' of the Nonviewer and Other Anomalies: A Reanalysis of Gerbner et al.'s Finding on Cultivation Analysis, Part I," Communication Research 7 (1980): 403-456.

⁸George Gerbner, Larry Gross, Michael Morgan, and Nancy Signorielli, "The 'Mainstreaming' of America: Violence Profile No. 11," Journal of Communication 30 (Summer 1980): 11-17.

⁹Severin and Tankard, 250.

¹⁰Gerbner, Gross, Morgan, and Signorielli, "The Mainstreaming of America," 13.

¹¹Ibid.

¹²Severin and Tankard, 250.

¹³Lowery and DeFleur, 404.

¹⁴Signorielli and Morgan, 17.

¹⁵Ibid., 23.

¹⁶Milton Rokeach, Beliefs, Attitudes and Values (San Francisco, 1968), 2.

¹⁷Ibid., 112.

¹⁸Ibid., 2.

¹⁹Ibid., 127-128.

²⁰Ibid., 128.

²¹Ibid., 136-137.

²²Charles A. Kiesler, E. Collins, and Norman Miller, Attitude Change: A Critical Analysis of Theoretical Approaches (New York: John Wiley & Sons, Inc., 1969), 5.

²³Ibid., 20.

²⁴P. Loomis and E. A. Schuler. "Acculturation of Foreign Students in the United States." Applied Anthropology 7 (1948): 17-34.

²⁵Franklin D. Scott, "The Swedish Students' Image of the United States," The Annals of the American Academy of Political and Social Sciences 295 (September 1954): 136-145.

²⁶Franklin D. Scott, The American Experience of Swedish Students (Minneapolis: University of Minnesota Press, 1956).

²⁷Richard D. Lambert and Marvin Bressler, "Indian Students and the United States: Cross-Cultural Images," The Annals of the American Academy of Political and Social Science 295 (1954): 62-72.

²⁸Ibid.

²⁹James W. Markham, International Images and Mass Communication Behavior (Iowa City: University of Iowa, 1967).

³⁰Hamid Mowlana and Gerald W. McLaughlin, "Some Variables Interacting with Media Exposure Among Foreign Students," Sociology and Social Research 53 (July 1969): 511-523.

³¹Ralph L. Beals and Norman D. Humphrey, No Frontier to Learning: The Mexican Student in the United States (Minneapolis, 1957).

³²United States Information Agency, Attitudes and Aspirations of African Students in France (Washington, D.C., 1963).

³³Hossein Moftakhar, "A Descriptive Study of Some of the Problems of Iranian Students Attending Oklahoma State University" (Ed.D. diss., Oklahoma State University, 1974).

³⁴W. Douglas Wilson, "Social Relationships of International Students Attending Oklahoma State University" (Ed.D. diss., Oklahoma State University, 1975).

³⁵Ithiel de Sola Pool, "Effects of Cross-National Contact on National and International Images," International Behavior, ed. Herbert C. Kelman (New York: Holt, Rinehart, and Winston, 1956), 115.

³⁶William Sewell, Richard Morris, and Oluf Davidson, "Scandinavian Students' Images of the United States: A Study in Cross-Cultural Education," The Annals of the American Academy of Political and Social Science 295 (September 1954): 108-115.

³⁷William H. Sewell and Olaf M. Davidson, "The Adjustment of Scandinavian Students," Journal of Social Issues 12 (1956): 14.

³⁸Herbert Passin, and John Bennett, "The American Educated Japanese," The Annals of the American Academy of Political and Social Science 295 (September 1954): 83-107.

³⁹George V. Coetho, Changing Images of America: A Study of Indian Students' Perceptions (Illinois: Glencoe, 1958).

⁴⁰Louis G. Heath, "Foreign Student Attitudes at International House, Berkeley," International Education and Cultural Exchange 5 (Winter 1970): 66-70.

⁴¹Tamar Backer, "Patterns of Attitudinal Changes Among the Foreign Students," The American Journal of Sociology 73 (January 1968): 431-422.

⁴²Abdelrahman I. Abraham Jammaz, "Saudi Students in the United States: A Study of Their Adjustment Problems" (Ph.D. diss., Michigan State University, 1972).

⁴³Claire Selltiz, Anna L. Hopson, and Stuart Cook, "The Effects of Situational Factors on Personal Interaction Between foreign Students and Americans," Journal of Social Issues 12 (1956): 33-55.

⁴⁴Jammaz, 55.

⁴⁵John W. Bennett, In Search of Identity: The Japanese Overseas Scholar in America and Japan (Minneapolis, 1958).

⁴⁶J. Useem and R. Useem, The Western Educated Men in India (New York, 1955).

⁴⁷Richard F. Carter, "Stereotyping as Process," Public Opinion Quarterly 26 (Spring 1962): 77.

⁴⁸Jerome Ellison and Philip French, "What Foreign Students Think of Our Press," Journalism Quarterly 35 (Spring 1958): 183-185.

⁴⁹Horace Greenley Dawson, Jr., "Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Exposure Experience of New Foreign Students at the University of Iowa" (Ph.D. diss., Iowa State University, 1961).

⁵⁰Markham, 67.

⁵¹United States Information Agency, African Students in the United States: Part II, Sources of Information About America and Attitudes Toward the Mass Media (Washington, D.C., 1964).

⁵²Shirleyanne Chase Parr, "Elements Affecting Foreign Students' Attitudes Toward American Television" (M.S. thesis, Florida Technological University, 1973).

⁵³Frank N. Pierce, "Why Foreign Students Like or Dislike American Advertising," Journalism Quarterly 47 (Autumn 1970): 560-564.

⁵⁴Ibid.

⁵⁵M. Sevilla-Que, "The Foreign Students in the United States: A Study of Images and Attitudes" (M.A. thesis, Philadelphia, 1972).

⁵⁶James W. Carey, "Variations in Negro/White Television Preferences," Journal of Broadcasting 10 (Summer 1966): 199-200.

⁵⁷Mowlana and McLaughlin, 520.

⁵⁸Jung-Shig Ryu, "Neo-Socialization Function of Mass Media Working Among Foreign Students," Annual Meeting of the Western Speech Communication Association (November 1976).

⁵⁹William D. Semlak, "Effect of Media Use on Foreign Student Perceptions of U.S. Political Leaders," Journalism Quarterly 56 (Spring 1979): 153-156, 178.

⁶⁰Ibid., 156.

⁶¹Cornelius B. Pratt, "How Media Credibility Rating of African and U.S. Students Compare," Journalism Quarterly 59 (Winter 1982): 581-587.

⁶²Cornelius B. Pratt, "A Cross-Cultural Study of News Media Preferences: African Versus White U.S. Students," Journal of Black Studies 23 (March 1993): 314-331.

⁶³Cathy Chia-Chang Ku, "The International Students in the United States: A Survey of Mass Media Use and Images" (M.S. thesis, Kansas State University, 1973).

⁶⁴Thottukadavil E. Koshy, "A Study of Media Use for News -- Particularly News About India -- by Indo-Asians in the Cities of Ithaca, Rochester and Syracuse, New York: Field Study" (Ph.D. diss., Syracuse University, 1973).

⁶⁵Louis Harris, "The News Media," The Harris Survey Yearbook of Public Opinion (New York, 1978): 11.

⁶⁶George Gallup, "Public How Has Greater Confidence in Newspapers Than in Television," The Gallup Opinion Index (May 1979): 6-8.

⁶⁷Charles Okigbo, "Media Use by Foreign Student," Journalism Quarterly 62 (Winter 1985): 903.

⁶⁸*Ibid.*, 904.

⁶⁹Kasisomayajula Viswanath, "International News in U.S. Media: Perceptions of Foreign Students," Journalism Quarterly 65 (Winter 1988): 958.

⁷⁰*Ibid.*, 956.

⁷¹*Ibid.*, 959.

⁷²Sharat N. Rehman and Susan S. Reilly, "International News is Perceived Differently by U.S. and Foreign Students," International Journal of Instructional Media 17 (1990): 350.

⁷³John E. Fryman and Mark D. Harmon, "Viewer Perceptions of CNN World Report: U.S. vs. International Students," Southwestern Mass Communication Journal 9 (1994): 86.

⁷⁴*Ibid.*

⁷⁵*Ibid.*, 88.

CHAPTER III

METHODOLOGY

Introduction

The focus of this study is on the relationships between international students' perceptions toward American media and their length of stay in the United States. The objectives of this study are to describe the media use patterns of international students at Oklahoma State University and to examine whether their attitudes toward the American media change over time. The purpose of this study is to investigate the differences in media exposure, content preferences and perception levels toward various types of media among international students associated with academic classification, college major, gender, nationality, and length of residence in the United States.

This chapter will discuss the method and procedure used in obtaining data needed to answer the research questions for this study, including research design, research instrument, data collection and statistic analysis.

Research Questions and Null Hypotheses

This study is intended to answer the following questions:

1. Is there a difference in media use patterns among international students with different demographic backgrounds?

2. Is there any relationship between media use patterns and international students' length of stay in the United States?
3. Is there a difference in media preferences among international students with different demographic backgrounds?
4. Is there a difference among international students' attitudes toward media content?
5. Is there any relationship between international students' attitudes toward media content and their length of stay in the United States?
6. Is there a difference in credibility ratings for various media among international students with different demographic backgrounds?
7. Is there any relationship between credibility ratings for various media among international students and their length of stay in the United States?
8. Which medium is more credible?

Therefore, this study is guided by the following null hypotheses:

1. There is no difference in media use patterns among the international students with different demographic backgrounds.
2. There is no relationship between media use patterns and international students' length of stay in the United States.
3. There is no difference in media preferences among international students with different demographic backgrounds.
4. There is no difference among international students' attitudes toward media content.
5. There is no relationship between international students' attitudes toward media content and their length of stay in the United States.
6. There is no difference in credibility ratings for various media among international students with different demographic backgrounds.

7. There is no relationship between credibility ratings for various media among international students and their length of stay in the United States.
8. All types of media have the same credibility.

Survey Procedure

To accomplish the purpose of this study and to collect relevant data to the research questions, a survey of international students was conducted on the main campus of Oklahoma State University during the fall semester of 1995. The procedure of this survey was developed in five primary stages:

1. designing the questionnaire
2. executing a pilot study
3. selecting the subjects for the survey
4. interviewing the subjects
5. analyzing the results.

A well-designed questionnaire, a questionnaire pretest, a representative group sample, and a face-to-face interview were important factors affecting the validity of this study. The accomplishment of these five main stages, which took four months, would facilitate the comprehension of the overall study.

Method of Measurement

The study of international students' attitudes was classified as a field study. Kerlinger defined a field study as "the investigator first looks at a social or institutional situation and then studies the relations among the attitudes, values and perceptions, and behaviors of individuals and groups in the situation."¹ Since an attitude cannot be measured directly, any research concerned with attitude

becomes difficult. Cook and Selltiz state that the most frequently used method of measuring attitudes is to ask an acceptance or rejection of a respondent's beliefs about the attitudinal object: how he feels about it, how he behaves or would behave toward it.² In this research, measurement was obtained by the observations of agreement or disagreement with statements on the survey instrument.

Research Instrument

One of the most important and crucial step in surveys which deal with the human subjects is the design of the questionnaires. A questionnaire has certain advantages which make it a suitable method of data collection for the purpose of scientific investigation in mass communication. A questionnaire can include a variety of questions and collect a large amount of data. Parten stated: "the terminology and questions should be adapted to the type of people who will give the information."³ In order to obtain relevant data, questions must be related to the research problems and appropriate to the personal and cultural characteristics of respondents. Clear and unambiguous questions which demand minimum effort to answer will draw the most useful information.

The research instrument used in this survey was a questionnaire consisting of 61 close-ended questions and one open-ended. The development of this questionnaire was primarily based on a review of literature, especially the questionnaire developed by Ali Reza Zohoori, and the department advisor's valuable suggestions. The questionnaire used in this study included various types of questions organized into four sections:

1. Questions on available media sources
2. Questions on mass media exposure, media functional aspect, and media content preferences

3. Questions on attitudes toward the American media
4. Personal data of respondents

The first section of the questionnaire asked the international student what kinds of American media were available to him or her: whether he or she owned a radio, a television set, or VCR; whether he or she subscribed to a newspaper or a magazine.

The second area of the questionnaire was concerned with the amount of media exposure and the frequency of media use by the international students: how much he or she spent viewing television, listening to radio, and reading newspapers and magazines. This section sought to determine the functional aspect of each type of the media received by these respondents. Their preferences for various media content were also investigated.

The third part of the questionnaire identified the attitudes of international students toward the American media. In an attempt to measure people's attitudes toward certain issues, a number of methods were used by social scientists. According to Wimmer and Dominick, "perhaps the most commonly used scale in mass media research is the Likert scale, also called the summated rating approach. A number of statements are developed with respect to a topic, and respondents can strongly agree, agree, be neutral, disagree, or strongly disagree with the statements."⁴ The agreement intervals were considered of approximately equal value. Likert rating scales were in this section to provide a basis for quantitative indexing of respondents' attitudes, and to probe the depth of feeling among the respondents. This section asked the international student which medium was more credible; and which medium was helpful for them to understand American culture. Several media-related concepts, including violence, sex, stereotype, foreign news coverage, and racial issues, were considered as factors in determining international students' attitudes toward the American media.

The last part of the questionnaire, demographic section, was important for analysis of the other collected data. These personal data could describe the cultural background and personal characteristics of the respondents. Questions in this section asked international students to identify their academic classification, college major, gender, nationality, and length of stay in the United States.

Pilot Study

Wimmer and Dominick stated, "the best way to discover whether a research instrument is adequately designed is to pretest it."⁵ In order to test the clarity of the questionnaire and determine any potential problems with the survey instrument, a pilot study was conducted before the questionnaire's final form was set. For the purpose of this research, a pilot study was used to examine the students' attitudes toward the questions in the questionnaire and helped to refine the questions. Moreover, the pilot study insured that the research questions could be completely answered by means of the available data provided by the questionnaire.

Certain pretest responses from international students would help to determine the shortcomings and improve the instrument in advance. For this reason, ten questionnaires were distributed to randomly selected international students who would not be included in the final random sample. After interviewing these students, some questions were deleted due to ambiguity, and others were added to more fully ascertain the international students' media use patterns in the United States and their attitudes toward the media.

Selection of Subjects

Sample Size Estimation

According to Warde, "a common question asked whenever a sample is being designed is 'how many observations should I take?'"⁶ In order to estimate mean attitude of international students at Oklahoma State University in the fall semester of 1995 to within plus or minus 0.15 (d) units with 95% confidence interval, the sample size (n) was calculated as follows:

1. It was assumed that the measurements of attitudes of the international students at Oklahoma State University toward American media were normally distributed. With this assumption, the expected values of the standardized range, R/S, was obtained for various values of sample size n.
2. It was expected to estimate the mean scale (d) of the international students' attitudes toward American media to be within 0.15 with 95% confidence. In this research, the minimum scale was 1 (strongly disagree), and the maximum scale was 5 (strongly agree), so this yielded a range of values, R, of 4.
3. Initially, this calculation started with $n = 100$, and the tabled value for R/S was 5.03.⁷ Using the range, $R = 4$, it was estimated that $S = R/5.03 = 0.7952$. Since the international student population $N = 1,866$, $d = 0.15$ and S was known, these values were then substituted into equation (1).⁸

Eq (1)

$$n = \frac{(Z_{\alpha/2} \frac{S}{d})^2}{(1 + (Z_{\alpha/2} \frac{S}{d})^2 / N)}$$

$$n = (1.96 \times 0.7952/0.15)^2 / [1 + (1.96 \times 0.7952/0.15)^2 / 1866] = 102.05.$$

4. Next, a new estimate, $n = 102$, was used and obtained a revised value of R/S = 5.041. According to this value, it was estimated that $S = 0.7935$. Following

the previous method, a new value of $n = 101.47$ was obtained, and this value was rounded up to 102.

5. Since the same new n value was gained twice, this calculation was accomplished. Consequently, the final value for n was the last value obtained. 102.

Sample Selection

This study surveyed a representative sample rather than the entire population of international students at Oklahoma State University. In order to accomplish the study and form an estimate of possible refusal, an enlarged sample of 130 international students was taken from internationals enrolled at Oklahoma State University by a stratified random sampling procedure which consisted of taking random samples from various strata in international student body.⁹ Factors taken into account in the selection process included academic classification, college major, gender, country of origin, and length of residence in the United States. An official list of full-time students enrolled in the fall semester of 1995 was obtained from the International Student Services office. The students' home countries were categorized according to the geographical location. The number of international students were randomly selected from each category in proportion to the number in the population. A table of random numbers was used for drawing the numbers.

Limitations

Respondents of this survey were selected by stratified random sampling technique and represented a small proportion of the entire international student

population at Oklahoma State University. The proportion of students' nation of origin was considered as one factor of sample selection; therefore, only some students from a number of countries were involved. Moreover, this survey covered only those international students enrolled at Oklahoma State University during the fall semester of 1995. Therefore, this study was limited to generalizing the results only to the sample population for 1995 fall semester but not to the entire international student body attending this university.

An individual's communication pattern is very complicated; many factors may influence his or her attitude formation and modification toward the media. This study isolated only the individual's contact with mass media rather than other interpersonal communication factors.

Data Collection

Personal interview was used as the data-gathering technique because it could obtain direct responses from the interviewee and generate a wealth of information.¹⁰ As a data collection method, personal interview will reduce possible influence from family or peers. Besides, the interview is more flexible than other ways of reaching respondents. Moreover, by means of personal interview, more detailed information can be gained; areas of misunderstanding or confusion can be explained immediately.

Face-to-face meetings with subjects provided several important insights in this study. First, the respondent could talk in detail about his or her feelings. Next, vague concepts and confused questions were explained or corrected. Finally, the interviewer could give more information about the purpose of the study and probe for answers if necessary.

The interviewer is originally from a foreign country and is familiar with the problems stated in the questionnaire. This familiarity could reduce the problems associated with using different interviewers and assure a considerable degree of reliability and validity in this study. Interviewing started the third week of October and ended in the early November 1995.

The respondents were contacted by telephone to arrange a convenient interview time and place. It was expected that a relaxed and informal atmosphere for the respondents could result in a higher level of confidence and would gain more information. The respondents were informed about the nature and purpose of this study in advance. Those who had no telephone numbers were met at their residential addresses for arrangements. The average personal interview took 20 to 40 minutes to complete. The respondent's participation in the survey was voluntary and confidential. Refusal to participate involved no penalty or loss of benefits to which the respondent was entitled. No record identifying the respondent was released.

Statistical Analysis

Variables

In this study, dependent variables relate to a respondent's media use pattern and attitude, including media consumption, media preference, perception levels toward various media, toward media content, and toward media-related concepts. Independent variables relate to a respondent's personal characteristics and cultural background, such as academic classification, college major, gender, nation of origin, and length of stay in the United States.

Data Processing

The analysis of data involved both descriptive and inferential statistics. According to Black, "procedures that describe a set of data for a group to provide enlightenment on the characteristics of that group alone are referred to as descriptive methods."¹¹ In this study, six types of data were obtained from the international students' responses, including media consumption, media exposure, content preference, functional aspects of the media, perception levels toward various media, and demographics. All responses reported for 102 participants were coded according to types of questions for computer processing. Demographic data were analyzed by using descriptive statistics such as frequency, percentage, and proportion.

Most questions resulted in nominal data; the chi-square test was used to establish the relationship among all the nominal variables. This data would allow analysis of those questions through complex chi-square calculations to determine whether there is a significant relationship between the students' nationalities and their media use in regard to obtaining news information.¹² If a significant relationship was found, calculations of phi and contingency coefficient followed to determine the strength of the relationship. Most of the results were reported in tabular forms.

Analysis of variance and correlation were employed to make inferences from the data. Analysis of variance was used to examine whether the respondents' demographic variables were related to their media behavior and their attitudes toward American media. Kerlinger wrote that:

One of the most significant and revolutionary developments in a modern research design and statistics is the planning and analysis of the simultaneous operation and interaction of two or more variables.¹³

In this research, a factorial analysis of variance was the statistical method used to analyze the independent and interactive effects of two or more variables on a dependent variable.¹⁴ An explanation was sought for the relationship between demographic variables of international students and the dependent variables, including media use habit, media exposure, content preference, and attitudes toward the media.

ENDNOTES

¹Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart & Winston, Inc., 1973), 405.

²Stuart W. Cook and Claire Selltiz, Attitude Measurement (Chicago: Rand McNally, 1971), 23.

³Mildred Parten, Survey, Polls, and Sample: Practical Procedures (New York, 1950), 158.

⁴Roger D. Wimmer and Joseph R. Dominick, Mass Media Research: An Introduction (California: Wadsworth, Inc., 1994), 54.

⁵*Ibid.*, 121.

⁶William D. Warde, Sampling Methods (Oklahoma: Oklahoma State University, 1990), 270.

⁷*Ibid.*, 359.

⁸*Ibid.*, 270.

⁹Thomas R. Black, Evaluating Social Science Research: An Introduction (California: SAGE Publications Ltd, 1993), 47.

¹⁰Dennis L. Wilcox, Phillip H. Ault and Warren K. Agee, Public Relations: Strategies and Tactics (New York: HarperCollins Publishers Inc., 1992), 165.

¹¹Black, 86.

¹²James L. Bruning and B. L. Kintz, Computational Handbook of Statistics (Illinois: Harper Collins Publishers, 1987), 283.

¹³Kerlinger, 245.

¹⁴*Ibid.*

CHAPTER IV

ANALYSIS OF DATA

Introduction

This research was conducted to investigate international students' media use patterns and their attitudes toward American media. The aim of this research was to determine the students' media behavior and attitudes with respect to their demographic backgrounds and length of residence in the United States.

One hundred and two international students at Oklahoma State University were randomly selected representing 22 countries in proportion to the nationality of the international student population. Since these students were from different countries, they were a rather heterogeneous group and represented a variety of geographical and cultural backgrounds. A questionnaire containing 62 questions was used as research instrument. The questionnaire was administered in a face-to-face interview situation.

The data were analyzed and reported in tables examining the following:

1. The respondents' demographic characteristics.
2. Available media sources at international students' residences, including the availability of media from their home countries.
3. International students' media usage, including frequency of exposure to radio, television, motion pictures, magazines, and newspapers. The relationships

between the respondents' media exposure and their demographic variables were also presented.

4. International students' media content preferences. The students were asked to rank various content categories of different media separately according to the students' individual preferences.
5. The perceived function of American media by international students.
6. International students' primary information source for daily news. The students were asked to identify their most important sources of daily news information.
7. International students' attitudes toward American media, including media credibility, content, news coverage, and minority portrayals by the media. Four variables, gender, college, nationality and length of residence in the United States, were related to the attitude ratings.

Demographic Characteristics of Respondents

The overall size of the sample population represented by the 102 participants from 22 countries is 1562. This accounted for 83.7 percent of the entire international student sample population. The respondents were categorized into demographic groupings to facilitate the analyses and interpretations. The demographic groupings were academic classification, college major, gender, nation of origin, and length of residence in the United States. Levels in each of these variables were collapsed to provide statistically sound groups for chi-square test or analysis of variance, whenever feasible.

Table I identifies the nations of the international students participating and their gender. Of the 102 participants, 75 are male and 27 are female.

TABLE I

N = 102

INTERNATIONAL STUDENTS' NATIONS OF ORIGIN AND GENDER

Country	Male	Female	Total
Australia	1	0	1
Bangladesh	2	0	2
Canada	2	0	2
China	7	3	10
Ethiopia	1	0	1
Hong Kong	0	1	1
India	9	3	12
Indonesia	8	5	13
Iran	1	0	1
Japan	6	3	9
Jordan	1	0	1
Korea	4	2	6
Kuwait	1	0	1
Lebanon	1	0	1
Malaysia	16	6	22
Mexico	1	0	1
Pakistan	4	0	4
Singapore	0	1	1
Thailand	2	0	2
Taiwan	5	3	8
Turkey	2	0	2
Venezuela	1	0	1
<hr/>			
Total	75	27	102
Percentage	74%	26%	100%

Table I shows the breakdown of the number of students from 22 different countries. The respondents were randomly selected in proportion to international student population. Of the 102 subjects, Malaysia students make up one-fifth of the sample population.

TABLE II
INTERNATIONAL STUDENTS CATEGORIZED BY
ACADEMIC LEVEL, COLLEGE, AND LENGTH OF RESIDENCE

Category	Number	Percentage
Demographic Classification		
Freshman	9	8.8%
Sophomore	8	7.8
Junior	18	17.7
Senior	23	22.6
Graduate	<u>44</u>	<u>43.1</u>
Total	102	100.0%
 Agricultural Science & Natural Resources		
	8	7.8%
Arts & Sciences	28	27.5
Business Administration	28	27.5
Education	5	4.9
Engineering, Architecture, & Technology	29	28.4
Human Environmental Sciences	<u>4</u>	<u>3.9</u>
Total	102	100.0%
 Length of Residence in the United States		
Less than 1 year	16	15.7%
1 year, less than 2 years	26	25.5
2-3 years	34	33.3
More than 3 years	<u>26</u>	<u>25.5</u>
Total	102	100.0%

Other demographic groupings are shown in Table II. Of the 102 subjects, 57 percent were undergraduate and 43.1 percent were graduate students, including 9 freshmen, 8 sophomores, 18 juniors, 23 seniors, and 44 graduates. Engineering, Architecture, and Technology ranked first among colleges with 28.4 percent of the respondents. The second most populous college groups were the College of Arts and Sciences, and the College of Business Administration with 27.5 percent each. The College of Agricultural Sciences and Natural Resources accounted for 7.8 percent of the respondents, while 4.9 percent were in the College of Education, and 3.9 percent were in the College of Human Environmental Sciences.

Of the 102 international students who participated in the survey, 16 have been in the United States for less than one year; 26 for one year but less than two years; 34 at least two but not three years; and 26 have been in the United States for more than three years.

Available Media Sources

Questions in part one were designed to investigate whether international students have available one or more media sources at their residences. Table III presents the results.

TABLE III
FREQUENCY AND PERCENTAGE OF RESPONSES TO
QUESTION PART ONE: AVAILABLE MEDIA SOURCES AT
INTERNATIONAL STUDENTS' RESIDENCE IN THE UNITED STATES

Media	Yes		No	
	Number	%	Number	%
Radio	94	92.2%	8	7.8%
CD player or cassette player	92	90.2	10	9.8
Television	81	79.4	21	20.6
VCR or video tape player	61	59.8	41	40.2
Professionally recorded movies	40	39.2	62	60.8
Newspaper subscription (U.S.)	25	24.5	77	75.5
Newspaper from home country	27	26.5	75	73.5
Magazine subscription (U.S.)	52	51.0	50	49.0
Magazine from home country	15	14.7	87	85.3

As shown in Table III, among the international students, radio was the most common medium (92.2%); a CD player or cassette player was next (90.2%), and television third (79.4%). According to the respondents, most of them had access to their native music through tapes or CDs.

Respondents were asked if they currently owned a VCR or video tape player. Findings indicated that 41 of the respondents did not. Among those who

said "No," 11 reported that they rented a VCR player less than once per month, and "once a week" received one response.

Moreover, the students were asked if they have a collection of professionally recorded movies. As shown in Table III, 39.2 percent said they did and 60.8 percent said they did not.

As for print media, *The Daily O'Collegian* was excluded from responses to the newspaper subscription question because all students enrolled at Oklahoma State University receive the campus newspaper automatically. The percentage of magazine subscriptions was about twice that of newspaper subscriptions (51% and 24.5% respectively). Eight respondents reported that they bought or subscribed to *The Daily Oklahoman*. Six students subscribed to *Tulsa World*, 6 subscribed to *Stillwater News Press*, and 5 subscribed to *USA Today*. Other newspaper subscriptions included the *Wall Street Journal*, *Los Angeles Times*, and *Dallas Morning News*. Of the magazine subscriptions, *PC World* and *PC Magazine* were the most popular, followed by *Newsweek*, *Time*, and *Reader's Digest*.

Of the 102 respondent, 26.5 percent regularly receive newspapers from their home countries and 14.7 percent regularly receive magazines from their home countries.

Media Use Patterns

Questions in part two were designed to investigate international students' media exposure, media content preferences, perceived function of American media, and preferred method of receiving news information. Media use patterns are concerned with international students' media exposure.

Radio

Data indicated that the 35.29 percent of respondents listened to the radio less than one hour per day, followed by one to three hours (34.31%). Of all participants, 16.67 percent spent more than three hours listening to radio in a day, while 13.73 percent responded that they did not listen to radio at all.

The relationship between international students' demographic background and their frequency of radio listening was examined. The demographic variables include academic levels, gender, and length of residence in the United States.

Table IV shows the differences in radio listening time of respondents in terms of their academic classification. Among the 9 freshmen, only one listened to the radio more than three hours per day. One-third of the freshmen (33.33%) listened to radio less than one hour and one-third of them (33.33%) had a range from one hour to three hours. Three-fourths of the sophomores spent more than one hour per day listening to the radio (75%). About 38.89 percent of the juniors and 39.13 percent of the seniors listened to the radio between one to three hours per day. Most of the graduate students (43.18%) fell into the less-than-one-hour category.

TABLE IV
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
RADIO LISTENING AND ACADEMIC CLASSIFICATION

Academic Level	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Freshman n = 9	22.22% 2	33.33% 3	33.33% 3	11.11% 1	100% 9
Sophomore n = 8	12.50% 1	12.50% 1	37.50% 3	37.50% 3	100% 8
Junior n = 18	5.56% 1	33.33% 6	38.89% 7	22.22% 4	100% 18
Senior n = 23	13.04% 3	30.43% 7	39.13% 9	17.39% 4	100% 23
Graduate n = 44	15.91% 7	43.18% 19	29.55% 13	11.36% 5	100% 44
Total sample	13.73% 14	35.29% 36	34.31% 35	16.67% 17	100% 102

Chi-square = 7.571, Prob. > .05

There was no relationship between the students' academic classification and the amount of time spent listening to the radio. In other words, students of one academic level did not spend more or less time listening to the radio than students of another academic level.

Table V shows the relationship between respondents' gender and frequency of listening to the radio.

TABLE V
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
RADIO LISTENING AND GENDER

Gender	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Male n = 75	16.00% 12	38.67% 29	28.00% 21	17.33% 13	100% 75
Female n = 27	7.41% 2	25.93% 7	51.85% 14	14.81% 4	100% 27
Total sample	13.73% 14	35.29% 36	34.31% 35	16.67% 17	100% 102

Chi-square = 5.348, Prob. > .05

Table V indicates that 38.67 percent of male listeners spend less than one hour per day on average listening to the radio, and 51.85 percent of female listeners spend one to three hours of their daily time listening to the radio. Despite the apparent differences, however, there was no significant relationship between the frequency of students' radio listening and gender. The "not at all" category had the smallest percentage for both gender groups.

Table VI reports frequency of radio listening by length of residence in the United States.

TABLE VI
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
RADIO LISTENING AND LENGTH OF RESIDENCE

Length of Residence	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Less than 1 yr. n = 16	25.00% 4	37.50% 6	25.00% 4	12.50% 2	100% 16
1 yr., less than 2 n = 26	11.54% 3	34.62% 9	30.77% 8	23.08% 6	100% 26
2-3 years n = 34	5.88% 2	29.41% 10	44.12% 15	20.59% 7	100% 34
More than 3 yr. n = 26	19.23% 5	42.31% 11	30.77% 8	7.69% 2	100% 26
Total sample	13.73% 14	35.29% 36	34.31% 35	16.67% 17	100% 102

Chi-square = 8.317, Prob. > .05

Table VI indicates that international students' length of residence in the United States is not related to their radio listening habits. The table shows that students who have been in the United States one year, less than two years or more than three years had the same percentage of radio listening time -- one to three

hours per day (30.77%). Students who have been in the United States two to three years spent more time on average listening to the radio than students with other lengths of residence. The relationship, however, between length of residence and time spent listening to the radio is not statistically significant.

The highest percentage was respondents who had been in the United States more than three years who listened to the radio less than one hour per day (42.31%), while the lowest percentage belonged to those students who resided in the United States between two to three years and did not listen to the radio at all (5.88%).

Television

Respondents were asked how much television they watched in a normal day. The survey showed that 12.75 percent of the international students did not watch television at all. Of the 102 respondents, almost half watched television one to three hours per day (48.04%), followed students who watched less than one hour per day, with 28.43 percent. The remaining 10.78 percent of respondents spent more than three hours daily in television viewing. It was noted that the respondents spent more time watching television than listening to the radio.

The differences in television viewing time according to academic levels of international students were as indicated below.

TABLE VII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
TELEVISION VIEWING AND ACADEMIC CLASSIFICATION

Academic Level	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Freshman n = 9	.00% 0	33.33% 3	55.56% 5	11.11% 1	100% 9
Sophomore n = 8	25.00% 2	50.00% 4	25.00% 2	.00% 0	100% 8
Junior n = 18	22.22% 4	33.33% 6	38.89% 7	5.56% 1	100% 18
Senior n = 23	8.70% 2	34.78% 8	39.13% 9	17.39% 4	100% 23
Graduate n = 44	11.36% 5	18.18% 8	59.09% 26	11.36% 5	100% 44
Total sample	12.75% 13	28.43% 29	48.04% 49	10.78% 11	100% 102

Chi-square = 12.276, Prob. > .05

As indicated in Table VII, graduate students appeared to spend more time watching television than did other groups. With the exception of sophomores, the highest percentage for each other group fell into the one-to-three-hours category. Sophomores watched television the least. All sophomores watched television less than three hours daily, and only one-fourth of them spent one hour or more per day in television viewing.

All freshmen watched television, and more than half of the freshmen devoted one to three hours daily to television viewing (55.56%). On the whole, there was no significant relationship between international students' academic classification and their frequency of television viewing.

Table VIII shows the comparison between the students' gender and their time spent watching television.

TABLE VIII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
TELEVISION VIEWING AND GENDER

Gender	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Male n = 75	13.33% 10	26.67% 20	49.33% 37	10.67% 8	100% 75
Female n = 27	11.11% 3	33.33% 9	44.44% 12	11.11% 3	100% 27
Total sample	12.75% 13	28.43% 29	48.04% 49	10.78% 11	100% 102

Chi-square = 0.490, Prob. > .05

According to Table VIII, female students were slightly less interested in watching television than were male students. However, the relationship was not statistically significant. Nearly half of the male and female students reported watching television one-to-three-hours per day (49.33% and 44.44% respectively).

Table IX shows that students' length of residence in the United States was not related to the amount of television viewing time.

TABLE IX
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
TELEVISION VIEWING AND LENGTH OF RESIDENCE

Length of Residence	Not at All	Less Than 1 Hour	1-3 Hours	More Than 3 Hours	Total
Less than 1 yr. n = 16	25.00% 4	25.00% 4	37.50% 6	12.50% 2	100% 16
1 yr., less than 2 n = 26	19.23% 5	34.62% 9	38.46% 10	7.69% 2	100% 26
2-3 years n = 34	11.76% 4	26.47% 9	44.12% 15	17.65% 6	100% 34
More than 3 yr. n = 26	.00% 0	26.92% 7	69.23% 18	3.85% 1	100% 26
Total sample	12.75% 13	28.43% 29	48.04% 49	10.78% 11	100% 102

Chi-square = 12.891, Prob. > .05

The data in Table IX indicate that more than half of the respondents who have been in the United States more than three years watched television one to three hours every day (69.23%). The students who have been in the United States less than two years watched television the least. Almost half of the respondents

who have been in the United States less than two years watched television less than one hour per day. The highest percentage for each group fell into the one-to-three-hour-per-day category. There was no statistically significant relationship between the student's length of residence and his or her length of television viewing.

Movie

To provide information about international students' movie viewing habits, respondents were asked how often they attended a movie theater. Of the subjects, 28.43 percent indicated they never attended a movie theater. One-third (33.33%) of the students went to the movies less than once per month, one-fourth (25.49%) attended a theater once a month, 8.82 percent attended every two weeks, and the remainder (3.92%) attended once a week. None of the students went to the movies more than once a week.

Table X examines whether students' academic classification had any relationship to how often they visited a movie theater.

TABLE X
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
THEATER ATTENDANCE AND ACADEMIC CLASSIFICATION

Academic Level	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Freshman n = 9	44.44% 4	11.11% 1	33.33% 3	11.11% 1	.00% 0	.00% 0	100% 9
Sophomore n = 8	25.00% 2	50.00% 4	.00% 0	12.50% 1	12.50% 1	.00% 0	100% 8
Junior n = 18	16.67% 3	27.78% 5	38.89% 7	5.56% 1	11.11% 2	.00% 0	100% 18
Senior n = 23	30.43% 7	34.78% 8	26.09% 6	8.70% 2	.00% 0	.00% 0	100% 23
Graduate n = 44	29.55% 13	36.36% 16	22.73% 10	9.09% 4	2.27% 1	.00% 0	100% 44
Total sample	28.43% 29	33.33% 34	25.49% 26	8.82% 9	3.92% 4	.00% 0	100% 102

Chi-square = 13.566, Prob. > .05

Table X shows the respondents' frequency of movie going in relation to their academic classification. The highest percentage of movie goers were sophomores who went to the movies less than once per month (50%), followed by freshmen who never went to the movies (44.44%). No statistically significant relationship was found between the respondents' academic classification and the frequency of movie attendance.

Data regarding students' frequency of movie theater attendance and their gender are presented in Table XI.

TABLE XI
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
THEATER ATTENDANCE AND GENDER

Gender	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Male n = 75	26.67% 20	33.33% 25	28.00% 21	8.00% 6	4.00% 3	.00% 0	100% 75
Female n = 27	33.33% 9	33.33% 9	18.52% 5	11.11% 3	3.70% 1	.00% 0	100% 27
Total sample	28.43% 29	33.33% 34	25.49% 26	8.82% 9	3.92% 4	.00% 0	100% 102

Chi-square = 1.233, Prob. > .05

Table XI indicates that gender had no relationship with students' frequency of movie going. Although male respondents appeared to be slightly more interested in movie going than female respondents, the difference was not statistically significant.

The majority of male movie goers went to a movie theater less than once per month (33.33%), while the majority of female respondents either went to the movies less than once per month or never went at all (66.66%).

Table XII presents students' responses to movie theater attendance with respect to different lengths of residence in the United States.

TABLE XII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
THEATER ATTENDANCE AND LENGTH OF RESIDENCE

Length of Residence	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Less than 1 n = 16	50.00% 8	25.00% 4	25.00% 4	.00% 0	.00% 0	.00% 0	100% 16
1 yr., <2 yr. n = 26	26.92% 7	38.46% 10	26.92% 7	7.69% 2	.00% 0	.00% 0	100% 26
2-3 yr. n = 34	11.76% 4	38.24% 13	29.41% 10	11.76% 4	8.82% 3	.00% 0	100% 34
More than 3 n = 26	38.46% 10	26.92% 7	19.23% 5	11.54% 3	3.85% 1	.00% 0	100% 26
Total sample	28.43% 29	33.33% 34	25.49% 26	8.82% 9	3.92% 4	.00% 0	100% 102

Chi-square = 14.343, Prob. > .05

Table XII shows that international students who have been in the United States between two and three years had a higher frequency of theater attendance than did students in the other three residence groups. Students who have been in this country less than one year were the least interested movie goers. No statistically significant relationship was found between international students' length of residence in the United States and their frequency of theater attendance.

Video Tape

The respondents were asked to indicate what the primary use of their VCR was. Table XIII shows that watching rented movies received the most responses, 66 or 64.71 percent.

TABLE XIII
NUMBER AND PERCENTAGE OF RESPONSES TO
INTERNATIONAL STUDENTS' VCR USE

Primary use of VCR	Frequency	Percentage
Watch rented movies	66	64.71%
Record TV program	2	1.96
Play purchased video tape	2	1.96
No response	32	31.37
<hr/>		
Total	102	100.00%

In examining students' frequency of video tape rental, nearly one-third of the international students reported that they did not rent a video tape at all (31.37%). About 17.65 percent of them rented a video tape less than once per month, 26.47 percent of the students rented a video tape every two weeks, and 11.76 percent of them rented a tape once a week. Only 9.8 percent of the students rented a video tape more than once a week.

Table XIV examines the relationship between the frequency of the respondents' video tape rental and their academic classification.

TABLE XIV

RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
VIDEO TAPE RENTAL AND ACADEMIC CLASSIFICATION

Academic Level	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Freshman n = 9	33.33% 3	22.22% 2	33.33% 3	11.11% 1	.00% 0	.00% 0	100% 9
Sophomore n = 8	50.00% 4	12.50% 1	25.00% 2	12.50% 1	.00% 0	.00% 0	100% 8
Junior n = 18	22.22% 4	11.11% 2	27.78% 5	16.67% 3	11.11% 2	11.11% 2	100% 18
Senior n = 23	30.43% 7	21.74% 5	13.04% 3	8.70% 2	21.74% 5	4.35% 1	100% 23
Graduate n = 44	31.82% 14	18.18% 8	31.82% 14	11.36% 5	6.82% 3	.00% 0	100% 44
Total sample	31.37% 32	17.65% 18	26.47% 27	11.76% 12	9.80% 10	2.94% 3	100% 102

Chi-square = 16.532, Prob. > .05

Overall, there was no statistically significant relationship between students' academic levels and frequency of tape rental. Other findings in Table XIV indicates that juniors and seniors were more interested in video tape renting than were other groups, while freshmen and sophomores were the less interested group. Half of the sophomores never rented a video tape (50%), and neither sophomores nor freshmen rented a video tape more than once a week. In general, students in

any one academic group were no more apt to rent a video tape than students in other academic groups.

Table XV examines the relationship between students' gender and how often they rented video tapes.

TABLE XV
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
VIDEO TAPE RENTAL AND GENDER

Gender	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Male n = 75	34.67% 26	16.00% 12	28.00% 21	10.67% 8	8.00% 6	2.67% 2	100% 75
Female n = 27	22.22% 6	22.22% 6	22.22% 6	14.81% 4	14.81% 4	3.70% 1	100% 27
Total sample	31.37% 32	17.65% 18	26.47% 27	11.76% 12	9.80% 10	2.94% 3	100% 102

Chi-square = 2.969, Prob. > .05

The difference in gender appears to be related to the frequency of video tape renting, however, the relationship was not statistically significant. Table XV shows that female respondents' frequency of tape rental was slightly more than that of male respondents. The percentage of students who never rented a video tape was 34.67 percent for males and 22.22 percent for female students. Overall, the percentage was about 31 percent.

TABLE XVI
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
VIDEO TAPE RENTAL AND LENGTH OF RESIDENCE

Length of Residence	Not at all	Less than once per month	Once a month	Every two weeks	Once a week	More than once a week	Total
Less than 1 yr. n = 16	50.00% 8	12.50% 2	31.25% 5	6.25% 1	.00% 0	.00% 0	100% 16
1 yr., <2 yr. n = 26	38.46% 10	19.23% 5	19.23% 5	3.85% 1	7.69% 2	11.54% 3	100% 26
2-3 yr. n = 34	29.41% 10	14.71% 5	20.59% 7	17.65% 6	17.65% 6	.00% 0	100% 34
More than 3 yr. n = 26	15.38% 4	23.08% 6	38.46% 10	15.38% 4	7.69% 2	.00% 0	100% 26
Total sample	31.37% 32	17.65% 18	26.47% 27	11.76% 12	9.80% 10	2.94% 3	100% 102

Chi-square = 23.531, Prob. > .05

Table XVI shows that students who have been in the United States one to three years had a higher frequency of video tape rentals than those who have been in this country less than one year or more than three years. The students who have been in the United States less than one year were the least active video tape renters; about half of them never rented a video tape and as for those who did, the frequency was less than once a week.

There appeared to be a relationship between length of residence and video tape rental. The longer the student stayed in the United States, the more often he or she rented a video tape. However, the relationship was not statistically significant.

Magazines

The data for international students' magazine readership indicated that 15.69 percent of the respondents did not read magazines at all. About one-fourth of them spent less than one hour reading magazines in a week (25.49%), and another one-fourth read magazines at least one hour, but less than two hours per week (23.53%). Of the respondents, about 19.61 percent devoted two to three hours of their weekly time to reading magazines, and the remaining 15.69 percent spent more than three hours doing so.

In relation to respondents' demographic backgrounds, the following results were obtained:

TABLE XVII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
MAGAZINE READING AND ACADEMIC CLASSIFICATION

Academic Level	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Freshman n = 9	.00% 0	11.11% 1	22.22% 2	33.33% 3	33.33% 3	100% 9
Sophomore n = 8	37.50% 3	37.50% 3	12.50% 1	.00% 0	12.50% 1	100% 8
Junior n = 18	11.11% 2	27.78% 5	22.22% 4	27.78% 5	11.11% 2	100% 18
Senior n = 23	13.04% 3	34.78% 8	30.43% 7	17.39% 4	4.35% 1	100% 23
Graduate n = 44	18.18% 8	20.45% 9	22.73% 10	18.18% 8	20.45% 9	100% 44
Total sample	15.69% 16	25.49% 26	23.53% 24	19.61% 20	15.69% 16	100% 102

Chi-square = 15.455, Prob. > .05

There was no statistically significant relationship between academic classification and frequency of magazine reading. In general, Table XVII suggests that freshmen were the most interested in magazine reading, and the sophomores

were the least interested with 37.5 percent of the sophomores never reading a magazine at all.

TABLE XVIII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
MAGAZINE READING AND GENDER

Gender	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Male n = 75	14.67% 11	28.00% 21	18.67% 14	22.67% 17	16.00% 12	100% 75
Female n = 27	18.52% 5	18.52% 5	37.04% 10	11.11% 3	14.81% 4	100% 27
Total sample	15.69% 16	25.49% 26	23.53% 24	19.61% 20	15.69% 16	100% 102

Chi-square = 5.105, Prob. > .05

Table XVIII shows slight difference between respondents' magazine readership and their gender. Generally, male respondents were slightly more interested in reading magazines than were female respondents; however, there was no statistically significant relationship between students' gender and their frequency of magazine reading.

About 38.67 percent of the male respondents spent two hour or more reading magazines weekly, compared with female respondents with 25.92 percent for the same time frame. The highest percentage for males was found for the less

than one hour category (28%), followed by two to three hours (22.67%). For females, the highest percentage was for the one-hour-but-less-than-two-hour category (37.04%), followed by less than one hour with 18.52 percent and the same percentage for the not-at-all category.

There was no significant relationship between international students' length of residence in the United States and their magazine reading habits.

TABLE XIX
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
MAGAZINE READING AND LENGTH OF RESIDENCE

Length of Residence	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Less than 1 n = 16	18.75% 3	18.75% 3	12.50% 2	31.25% 5	18.75% 3	100% 16
1 yr., <2 yr. n = 26	11.54% 3	26.92% 7	26.92% 7	11.54% 3	23.08% 6	100% 26
2-3 yr. n = 34	5.88% 2	32.35% 11	29.41% 10	17.65% 6	14.71% 5	100% 34
More than 3 n = 26	30.77% 8	19.23% 5	19.23% 5	23.08% 6	7.69% 2	100% 26
Total sample	15.69% 16	25.49% 26	23.53% 24	19.61% 20	15.69% 16	100% 102

Chi-square = 13.504, Prob. > .05

Table XIX indicated that students who have been in the United States more than three years were the least interested magazine readers with the highest percentage in the not-at-all category (30.77%). The differences among the other three groups were not significant. Nearly one-fourth of the students who have been in the United States one year but less than two years spent more than three hours of their weekly time reading magazine (23.08%). Of those who have been in the United States more than three years, only 7.69 percent read magazines more than three hours per week. Overall, the students' length of residence in the United States had no genuine relationship with their magazine readership.

Newspapers

About 16.67 percent of the respondents reported that they did not read newspapers at all. This percentage was close to that of magazine non-reader (15.69%). Nearly 30.39 percent of the respondents reported that they spent less than one hour per week reading newspapers, 19.61 percent spent one hour but less than two, 18.63 percent spent two to three hours, and 14.71 percent spent more than three hours in a week.

Table XX indicates the relationship between the respondents' academic classification and their newspaper readership. Overall, no statistically significant relationship was found between academic classification and frequency of newspaper readership among the students.

TABLE XX

RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
NEWSPAPER READING AND ACADEMIC CLASSIFICATION

Academic Level	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Freshman n = 9	11.11% 1	33.33% 3	11.11% 1	22.22% 2	22.22% 2	100% 9
Sophomore n = 8	25.00% 2	25.00% 2	12.50% 1	12.50% 1	25.00% 2	100% 8
Junior n = 18	11.11% 2	22.22% 4	27.78% 5	27.78% 5	11.11% 2	100% 18
Senior n = 23	13.04% 3	34.78% 8	17.39% 4	26.09% 6	8.70% 2	100% 23
Graduate n = 44	20.45% 9	31.82% 14	20.45% 9	11.36% 5	15.91% 7	100% 44
Total sample	16.67% 17	30.39% 31	19.61% 20	18.63% 19	14.71% 15	100% 102

Chi-square = 7.945, Prob. > .05

Table XXI examines the relationship between international students' newspaper readership and their gender.

TABLE XXI
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
NEWSPAPER READING AND GENDER

Gender	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Male n = 75	16.00% 12	34.67% 26	16.00% 12	20.00% 15	13.33% 10	100% 75
Female n = 27	18.52% 5	18.52% 5	29.63% 8	14.81% 4	18.52% 5	100% 27
Total sample	16.67% 17	30.39% 31	19.61% 20	18.63% 19	14.71% 15	100% 102

Chi-square = 4.309, Prob. > .05

Gender had no statistically significant relationship with respondents' newspaper readership. According to Table XXI, the same percentage of both genders spent two hours or more reading newspapers per week (33.33%). However, for those students who said that they never read newspapers, female students accounted for a larger proportion than did male students (18.52% and 16%).

Overall, there was no statistically significant relationship between respondents' length of residence and frequency of newspaper reading as shown by Table XXII.

TABLE XXII
RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
NEWSPAPER READING AND LENGTH OF RESIDENCE

Length of Residence	Not at all	Less than 1 hour	1 hour, less than 2 hours	2-3 hours	More than 3 hours	Total
Less than 1 n = 16	31.25% 5	25.00% 4	18.75% 3	12.50% 2	12.50% 2	100% 16
1 yr., <2 yr. n = 26	19.23% 5	34.62% 9	23.08% 6	11.54% 3	11.54% 3	100% 26
2-3 yr. n = 34	8.82% 3	32.35% 11	20.59% 7	23.53% 8	14.71% 5	100% 34
More than 3 n = 26	15.38% 4	26.92% 7	15.38% 4	23.08% 6	19.23% 5	100% 26
Total sample	16.67% 17	30.39% 31	19.61% 20	18.63% 19	14.71% 15	100% 102

Chi-square = 6.626, Prob. > .05

Table XXII shows that international students' length of residence in the United States was not related to the amount of their newspaper reading in a week. Those students who have been in the United States one year but less than two

years spent less than one hour reading newspaper per week (34.62%). The lowest percentage belonged to those who have been in the United States two to three years and spent no time reading newspapers (8.82%). Those students who have been in the United States more than three years seemed to be slightly more interested in newspaper reading; nearly 42.31 percent of them spent two hours or more of their weekly time reading newspapers.

Media Content Preference

Radio

According to Table XXIII, responses to the question on radio content preference among international students showed that 74.5 percent of them were in favor of listening to music on the radio, while 12.75 percent of the respondents marked news as their first choice. The respondents expressed a preference for radio music for relaxation while they were studying.

TABLE XXIII

RADIO CONTENT PREFERENCES BY INTERNATIONAL STUDENTS

Radio content	1st Choice		2nd Choice		3rd Choice	
	#	%	#	%	#	%
Music	76	74.50%	11	10.78%	0	.00%
News	13	12.75	44	43.14	6	5.88
Live Sports	0	.00	6	5.88	7	6.86
Talk Show	0	.00	5	4.90	15	14.71
No Response	13	12.75	36	35.30	74	72.55
Total	102	100%	102	100%	102	100%

As shown in Table XXIV, classical music was the most preferred music type with 28.43 percent; next was rock 'n roll with 25.49 percent, and pop music with 18.63 percent. Only 1.96 percent of the respondents chose R & B as their favorite music, and the same for country music.

TABLE XXIV
MUSIC PREFERENCES BY INTERNATIONAL STUDENTS

Music	1st Choice		2nd Choice		3rd Choice	
	#	%	#	%	#	%
Classical	29	28.43%	15	14.71%	9	8.82%
Rock 'n Roll	26	25.49	15	14.71	5	4.90
Pop	19	18.63	5	4.90	1	0.98
Jazz	4	3.92	15	14.71	11	10.78
Christian	4	3.92	0	.00	1	0.98
Soft	3	2.94	3	2.94	1	0.98
R & B	2	1.96	1	0.98	0	.00
Country	2	1.96	6	5.88	4	3.92
Blues	1	0.98	0	.00	0	.00
No Response	12	11.77	42	41.17	70	68.64
Total	102	100%	102	100%	102	100%

Television

Table XXV summarizes television content preferences ranked by international students. Nearly half of the respondents chose television movies as their most favorite program type (48.04%).

TABLE XXV

TELEVISION CONTENT PREFERENCES BY INTERNATIONAL STUDENTS

Television Program	1st Choice		2nd Choice		3rd Choice	
	#	%	#	%	#	%
Movie	49	48.04%	19	18.63%	11	10.78%
News	23	22.55	18	17.65	11	10.78
Sports	5	4.90	12	11.77	9	8.82
Serial drama	4	3.92	9	8.82	9	8.82
Discovery	3	2.94	2	1.96	0	.00
Cartoon	2	1.96	7	6.86	20	19.61
Talk show	1	0.98	13	12.75	8	7.85
MTV	0	.00	1	0.98	0	.00
No Response	15	14.71	21	2.10	34	33.34
<hr/>						
Total	102	100%	102	100%	102	100%

Movies

Respondents were asked to rank their favorite movie formats. Table XXVI presents the movie formats in order of preference. The data indicate that international students prefer comedy movies (28.43%). Adventure or action and drama movies were close behind (25.49% and 22.55%).

TABLE XXVI

MOVIE CONTENT PREFERENCES BY INTERNATIONAL STUDENTS

Movie Type	1st Choice		2nd Choice		3rd Choice	
	#	%	#	%	#	%
Comedy	29	28.43%	20	19.61%	10	9.80%
Adventure/Action	26	25.49	18	17.65	22	21.57
Drama	23	22.55	17	16.67	7	6.86
Mystery	7	6.86	12	11.77	13	12.75
Horror	6	5.88	11	10.78	6	5.88
Science Fiction	3	2.94	4	3.92	11	10.78
Western	1	0.98	2	1.96	4	3.92
Cartoon	1	0.98	4	3.92	4	3.92
Fantasy	1	0.98	0	.00	0	.00
Romance	1	0.98	0	.00	1	0.98
No Response	4	3.93	14	13.72	24	33.34
Total	102	100%	102	100%	102	100%

Magazines

Table XXVII shows that *Newsweek*, *Time*, and *Reader's Digest* were the most popular magazines among international students. In addition, various types of specialized magazines, such as *PC World*, *PC Magazine*, *PC Computing*, *Popular Science*, *ELLE*, *Business Week* and *Economics*, were also mentioned by the respondents.

TABLE XXVII
MAGAZINE PREFERENCES BY INTERNATIONAL STUDENTS

Magazine	Frequency	Percentage
Newsweek	35	22.44%
Time	35	22.44
Reader's Digest	20	12.82
U.S. News & World Report	14	8.97
PC World, PC Magazine	12	7.69
Vogue	12	7.69
National Geographic	9	5.78
Business World	8	5.13
Economics	3	1.92
Magazine from home country	3	1.92
ELLE	2	1.28
Business Week	1	0.64
Photography	1	0.64
Popular Science	1	0.64
Total	156	100.00%

Note: some respondents checked more than one.

Newspapers

The Daily O'Collegian was the most read campus newspaper by international students. The Daily Oklahoman, Tulsa World, and Stillwater News Press were three of the students' most read local newspapers. The Los Angeles Times and Washington Post had the lowest readership among international students at Oklahoma State University.

TABLE XXVIII

NEWSPAPER PREFERENCES BY INTERNATIONAL STUDENTS

Newspaper	Frequency	Percentage
The Daily O'Collegian	69	48.59%
The Daily Oklahoman	20	14.08
Newspapers from home country	15	10.56
Tulsa World	14	9.86
Stillwater News Press	14	9.86
USA Today	4	2.81
New York Times	3	2.12
Wall Street Journal	3	2.12
Los Angeles Times	0	.00
Washington Post	0	.00
Total	142	100.00%

Note: some respondents checked more than one.

International news was most read section by students, followed by national and state news. Entertainment, sport section, and social page also attracted students' attention.

TABLE XXIX
NEWSPAPER CONTENT PREFERENCES BY
INTERNATIONAL STUDENTS

Section	Frequency	Percentage
International news	73	23.63%
National/State news	59	19.09
Entertainment	44	14.25
Sport section	34	11.00
Social page	32	10.36
Comic strips	24	7.77
Business section	22	7.12
Editorial page	15	4.85
Advertisement	3	0.97
Classified	1	0.32
Campus news	1	0.32
Horoscope	1	0.32
Total	309	100.00%

Note: some respondents checked more than one.

Functional Aspects of American Media

The data about participants' reasons for radio listening, television viewing, movie going, newspapers and magazine reading are shown in Table XXVIII. The figures in the table represent the number of times specific reasons were assigned to specific media by the respondents in terms of frequency.

TABLE XXX
PERCEIVED FUNCTION OF AMERICAN MEDIA BY
INTERNATIONAL STUDENTS

Function	Radio		Television		Magazine		Newspaper	
	#	%	#	%	#	%	#	%
Learning news	36	17.5%	54	20.9%	54	23.7%	75	36.9%
Relaxation	61	29.6	66	25.6	52	22.8	44	21.7
Improving English	21	10.2	33	12.8	23	10.1	21	10.3
Entertainment	68	33.0	77	29.8	63	27.6	49	24.1
Killing time	18	8.7	27	10.5	20	8.8	12	6.0
While studying	2	1.0	0	0.0	0	0.0	0	0.0
Update information	0	0.0	1	0.4	13	5.7	1	0.5
Doing homework	0	0.0	0	0.0	3	1.3	1	0.5
Total	206	100.0	258	100.0	228	100.0	203	100.0

Note: Some respondents checked more than one function.

Table XXX shows that most international students in the sample listen to radio, watch television, and read magazines for the purpose of entertainment (33%, 29.8% and 27.6%). In addition, newspapers were regarded as a primary news source by most of the respondents (36.9%).

International Students' Sources of Information

Not all international students learn about daily world happenings from the same information sources. The purpose of Tables XXXI, XXXII, and XXXIII is to identify differences among international students with respect to their way of receiving information.

TABLE XXXI
INFORMATION SOURCES OF INTERNATIONAL STUDENTS

Source	Frequency	Percentage (%)
Television	71	69.7%
Radio	13	12.7
Newspapers	13	12.7
Talk to others	3	2.9
Internet	2	2.0
Magazine	0	0.0
Movie	0	0.0
Total	102	100.0%

As shown in Table XXXI, television had the highest frequency (71) which indicates that international students rely on television to obtain first-hand information more than they do other media. Radio and newspapers had lower frequencies compared with television. Students obtain news information more from talking to others or through the Internet than by reading magazines or going to the movies.

TABLE XXXII

RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS' LENGTH OF
RESIDENCE AND PREFERRED METHOD OF
RECEIVING DAILY NEWS INFORMATION

Residence	Radio		TV		N/P		Magazine		Movie		People		Internet	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<1 yr. n=16	3	18.6	9	56.4	3	18.6	0	0.0	0	0.0	0	0.0	1	6.4
1 yr., <2 n=26	2	7.7	17	65.3	5	19.2	0	0.0	0	0.0	1	3.9	1	3.9
2-3 yr. n=34	7	20.6	23	67.6	2	5.9	0	0.0	0	0.0	2	5.9	0	0.0
>3 yr. n=26	1	3.8	22	84.6	3	11.6	0	0.0	0	0.0	0	0.0	0	0.0

As shown in Table XXXII , the majority of participants in each category of length of residence responded that their preferred means of obtaining news information was by watching television. For all students, magazines and movies were the least popular ways of receiving daily news.

Table XXXIII shows the relationship between news sources and nation of origin for students in the sample.

TABLE XXXIII

RELATIONSHIP BETWEEN INTERNATIONAL STUDENTS'
NATIONALITY AND PREFERRED METHOD OF
RECEIVING DAILY NEWS INFORMATION

Country	Radio		TV		N/P		Magazine		Movie		People		Internet	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Australia	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Bangladesh	1	50	1	50	0	0	0	0	0	0	0	0	0	0
Canada	0	0	1	50	1	50	0	0	0	0	0	0	0	0
China	2	20	6	60	2	20	0	0	0	0	0	0	0	0
Ethiopia	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Hong Kong	0	0	1	100	0	0	0	0	0	0	0	0	0	0
India	2	17	6	50	4	33	0	0	0	0	0	0	0	0
Indonesia	4	32	7	54	1	7	0	0	0	0	1	7	0	0
Iran	1	100	0	0	0	0	0	0	0	0	0	0	0	0
Japan	2	22	6	67	1	11	0	0	0	0	0	0	0	0
Jordan	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Korea	0	0	6	100	0	0	0	0	0	0	0	0	0	0
Kuwait	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Lebanon	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Malaysia	1	5	16	73	3	13	0	0	0	0	2	9	0	0
Mexico	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Pakistan	0	0	3	75	0	0	0	0	0	0	0	0	1	25
Singapore	0	0	1	100	0	0	0	0	0	0	0	0	0	0
Thailand	0	0	1	50	0	0	0	0	0	0	0	0	1	50
Taiwan	0	0	8	100	0	0	0	0	0	0	0	0	0	0
Turkey	0	0	2	100	0	0	0	0	0	0	0	0	0	0
Venezuela	0	0	0	0	1	100	0	0	0	0	0	0	0	0

As shown in Table XXXIII, The majority of respondents in each category of nationality indicated that they preferred to obtain first-hand information from television more than they do other media. None of the students chose magazines or movies as his or her preferred way of receiving daily news.

International Students' Attitudes Toward American Media

One of the purposes of this study was to determine international students' attitudes toward American media. Twenty-eight questions were scored by the use of summated rating scale (Likert-type scale) with values of 1 to 5 assigned to each of the five different scale positions under each statement. In interpreting the mean scores for questions, any mean score close to "1" is a very unfavorable response or attitude toward American media, while any mean score close to "5" is a very favorable response or attitude. Any mean score close to "3" is considered neutral or undecided in relation to the content of question.

Overall Attitude

The respondents' mean attitude for all questions was 3.034. This score indicated that international student's overall attitude toward American media was generally neutral. In order to provide a general perspective of international students' attitudes toward American media, the mean attitude of all respondents toward each of the 28 statements was computed and depicted in Figure 1.

Questions 1 to 4 in part 3 were concerned with the perceived reliability of American media for news. Television was seen as the most reliable medium by international students (3.941), and magazines were the least reliable medium (3.157).

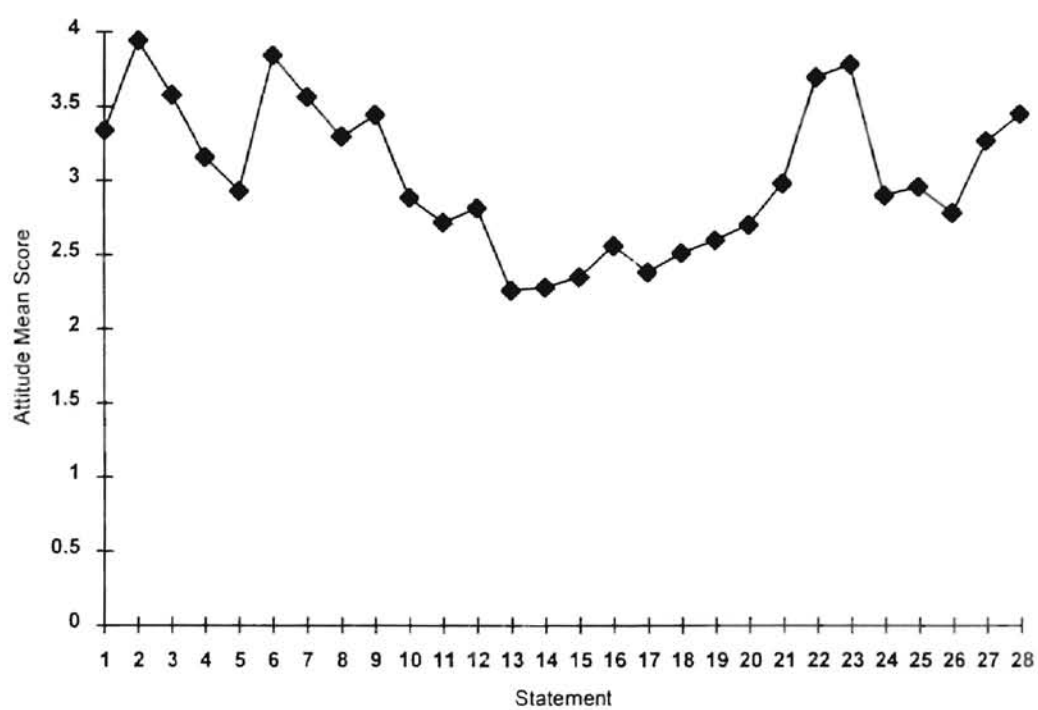


Figure 1. International Students' Overall Attitudes Toward American Media

Questions 5 through 9 and questions 20 and 21 dealt with the effectiveness of American media in helping international students understand American culture. Television among all media was reported as the most helpful medium for the respondents to understand American culture (3.843), while radio was considered as the least helpful medium (2.931). The respondents disagreed somewhat that American television serials, exported magazines, movies, and TV serials portray the true picture of American life style to other countries (2.703 and 2.980).

The students disagreed somewhat that the American media provided enough interpretation of world happenings (2.882) and disagreed that American media reported accurate news of the students' home countries (2.716).

Questions 12 and 13 were concerned with the performance of campus media. The respondents were slightly disappointed with reporting of international students' affairs in the campus newspaper (2.814). They also showed their dissatisfaction with the performance of the campus radio station (2.258).

International students agreed that there was too much violence shown on American television (2.28), and they believed that American media contributed to children's aggressive behaviors (2.347). They also agreed somewhat that violence on television programs had increased the rate of crime in American society (2.559).

Considering sex on television, the respondents slightly agreed with that there was too much sex on television shows (2.510). They also believed that American media had accelerated the movement of Americans toward a "sex-money" conscious society (2.382). In contrast to freedom of press under the protection of the First Amendment, the students showed their support of the governmental control of media content that dealt with sex and violence (2.598).

The respondents agreed that American media informed the public about government activities and informed scholars and academic communities about the latest scientific discoveries (3.696 and 3.784).

Concerning the portrayal of minorities on American media, international students agreed somewhat that African Americans, Hispanics, and Asians looked worse than they really were (2.902, 2.960, and 2.782). However, the respondents disagreed that American media had a negative bias toward the portrayals of women and the elderly (3.267 and 3.446).

Attitudes Toward American Media by College

Table XXXIV provided a comparison of international students' attitudes toward American media and students' college classification.

TABLE XXXIV

INTERNATIONAL STUDENTS' ATTITUDES TOWARD AMERICAN MEDIA BY COLLEGE

College	Mean Score
Agricultural Sciences & Natural Resources	2.938
Arts & Sciences	3.023
Business Administration	3.077
Education	3.012
Engineering, Architecture & Technology	3.017
Human Environmental Sciences	3.214

Means are based on a scale of 1 to 5.
1 = least favorable and 5 = most favorable

F ratio = 0.667, prob. > .05

As shown in Table XXXIV, the mean scores of six groups by college classification differed slightly. Students in the College of Human Environmental Sciences overall held the most favorable attitude toward American media with a mean score of 3.214, while students in the College of Agricultural Sciences and Natural Resources with a mean score of 2.938 had the least favorable attitude. Assuming a 95% level of significant confidence, the F-distribution data for degrees of freedom of 5 and 96 indicated that the F ratio must be 3.60 or greater to show statistical significance. Since the calculated F ratio of 0.667 would occur by chance 65 times in 100, it was concluded that college classification was not related to students' attitudes toward American media.

Attitudes Toward American Media by Gender

Figure 2 shows the mean attitude scores held by male and female subjects. The overall mean score of male students toward American media was 3.019, and that of female students was 3.085. Consequently, both male and female students overall had a neutral attitude toward American media. The calculated F-ratio was 0.799, with df of 1 and 96. Differences as small as those observed between the two genders would occur by chance more than 5 times in 100 (prob. = 0.374). Therefore, the gender factor had no statistically significant relationship with the respondents' attitudes toward American media.

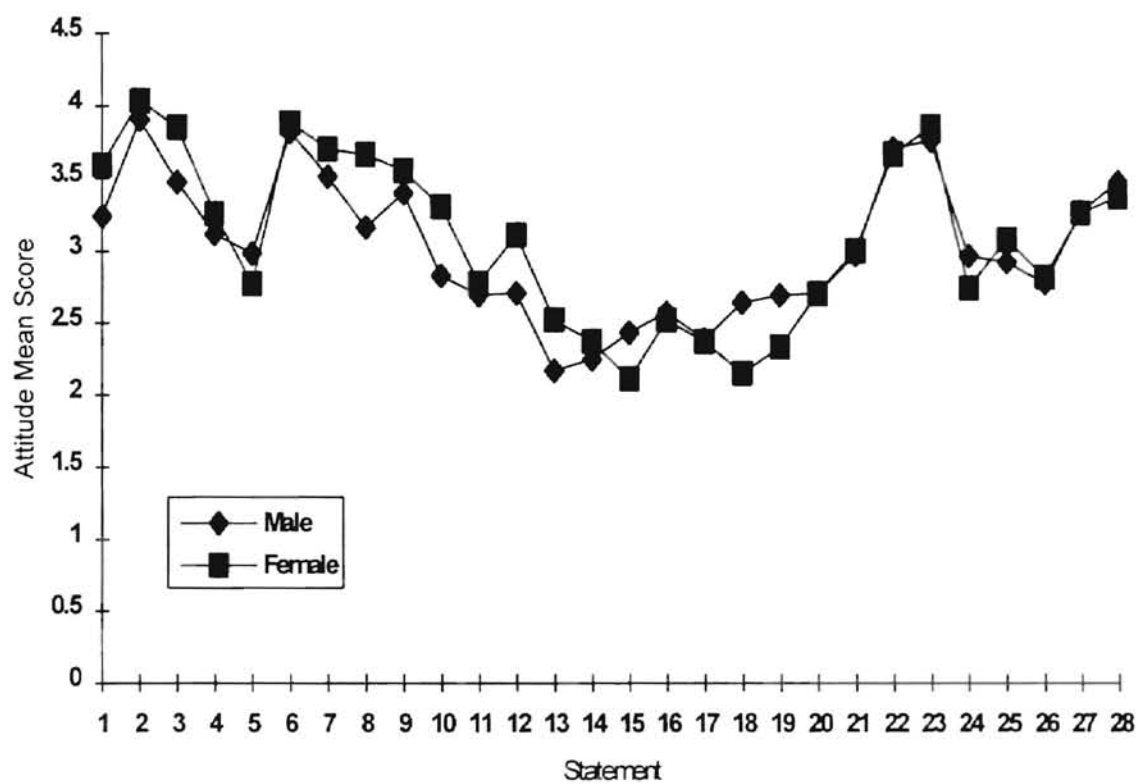


Figure 2. International Students' Attitudes Toward American Media by Gender

Attitudes Toward American Media by Nationality

Table XXXV shows the relationship between international students' nationality and their attitudes toward American media.

TABLE XXXV
INTERNATIONAL STUDENTS' ATTITUDES TOWARD
AMERICAN MEDIA BY COUNTRY

Country	Mean Score	Country	Mean Score
Australia	3.179	Bangladesh	2.679
Canada	3.232	China	3.080
Ethiopia	3.000	Hong Kong	3.407
India	3.026	Indonesia	3.116
Iran	2.714	Japan	3.016
Jordan	2.786	Korea	2.756
Kuwait	2.607	Lebanon	2.393
Malaysia	3.179	Mexico	3.000
Pakistan	2.795	Singapore	3.321
Thailand	3.089	Taiwan	2.946
Turkey	2.922	Venezuela	3.000

Means are based on a scale of 1 to 5.

1 = least favorable and 5 = most favorable

F-ratio = 0.872, prob. > .05

The students from Hong Kong, with the highest mean score 3.407, had the most favorable attitude toward American media in comparison with students from other countries. The least favorable attitude toward American media was held by

Lebanese students with a mean score of 2.393. Since the calculated F ratio of 0.872 with df of 21 and 80 was no greater than 2.27, no significant difference in attitude mean scores among students from the 22 countries existed. In other words, differences in students' attitudes was not statistically related to their nationalities.

Attitudes Toward American Media by Length of Residence

The relationship between international student's attitude toward American media and their length of residence is shown in Table XXXVI.

TABLE XXXVI
ATTITUDES TOWARD AMERICAN MEDIA BY
INTERNATIONAL STUDENTS' LENGTH OF RESIDENCE

Length of Residence	Mean Score	Length of Residence	Mean Score
Less than 1 year	3.092	1 year, less than 2	3.032
2-3 years	3.043	More than 3 years	2.990

Means are based on a scale of 1 to 5.
1 = least favorable and 5 = most favorable

F-ratio = 0.178, prob. > .05

The respondents' mean attitude scores by length of residence in the United States differed slightly. Table XXXVI indicates that all four groups held a fairly neutral attitude toward American media. Students who have been in this country

less than one year had the highest mean score toward American media (3.092), while those who have been in the United States more than three years held a slightly less favorable attitude (2.990). The calculated F ratio was 0.178 with df of 3 and 98, which no greater than critical value of 4.55 at 95% confidence level. It was concluded that there was no significant difference in attitude mean scores among international students with respect to their length of residence in the United States.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

General

The international student population in American institutions of higher education is an important group. To study abroad offers international students a tremendous opportunity to communicate in other languages and to experience different cultures. Many of their adjustment problems are the result of their unique cultural backgrounds that form their communication patterns and the way they understand news and information. Since media are considered an influential information source during international students' sojourn in the United States, media use patterns are therefore seen as affecting perception and influencing students' attitudes. Consequently, international students from different cultural backgrounds, because of their differences in media use patterns, evaluate and interpret media performance in the United States differently.

This study was undertaken to investigate international students' media use patterns at Oklahoma State University, and to determine the relationship between the students' demographic characteristics and their attitudes toward American media. One hundred and two international students representing 22 countries were selected by stratified random sampling to participate in this study. The respondents included 75 male and 27 female students in proportion to the male-female international student population. About one-fourth of these students were

interview all respondents and by the limitations of data reduction. The sample size would not seem to be large enough to generalize the findings to all, but did provide a basis for future studies of international students' media behavior and attitudes.

Eight hypotheses are tested, and the major findings yielded by this study are summarized as follows.

Available Media Sources

Radio was the medium most owned by international students, followed by CD players, cassette players, and television. Some students responded that they usually listened to the music from their home countries whenever they got nostalgia. This factor made the use of electronic media such as cassette players, CD players became so popular among international student community. Besides, the majority of students who owned a television set also owned and frequently used a VCR. The data also indicated that the students were more interested in magazines than newspapers.

Media Exposure

The first two hypotheses dealt with students' demographic backgrounds and their media use patterns. This study investigated the relationships between academic classification, gender, and length of residence in the United States and students' media exposure. It was thought that differences existed between international students' demographic backgrounds and their use patterns of different media. However, these relationships in all cases were not statistically significant as expected. As a result, statistical analysis of data indicated that no significant relationships between media behavior experienced by international students and

their demographic characteristics were found in this study. Considering the use of different media by the respondents overall, respondents in this study had a low frequency of exposure to all the media.

In the case of radio listening, females, and those who have been in the United States two to three years were slightly more interested in spending their time listening to radio than were other groups. Overall, academic classification was not related to respondents' frequency of radio listening.

Considering television viewing, graduate students, males and those who have been in the United States more than three years spent more time watching television compared with the other groups.

In the case of movie going, international students who have been in the United States two to three years and males showed more interest in movie going. Academic levels made no differences in students' theater attendance.

In the case of magazine readership, freshmen, males, and students who have been in the United States one year but less than two were slightly more interested in reading magazines compared with other groups.

Examining the newspaper readership of international students, students in the United States more than three years slightly spent more time reading newspapers than other groups. Gender and students' length of residence in the United States were not related to the amount of newspaper reading.

Media Content Preference

The third hypothesis dealt with students' media content preferences. Findings indicate that most international students listen to radio for music, and classical music is the most popular. American television news and movies are the

most favored television programs by respondents. International students prefer watching comedy movies at a theater compared with other types of movies.

Newsweek, *Time*, and *Reader's Digest* are the most read magazines. *The Daily O'Collegian*, *The Daily Oklahoman*, *Tulsa World*, and *Stillwater News Press* are the most used American newspapers. *The Daily O'Collegian* has become the most read newspaper by international students because it has a wide distribution at the university and focuses on students' campus life. International news, including news about the students' native countries, is the most read section of newspapers.

Functional Aspects of American Media

The data indicate that international students rely on American television as the primary informational medium, then turn to American newspapers and magazines as secondary information source. International students consider television the best source of information about the world; newspapers are secondary; magazines have the lowest rating among the sources of information. The students listen to American radio for its music when they are studying or need relaxation, and go to movies for fun.

Attitude Toward American Media

The last five hypotheses considered the relationship between students' demographic backgrounds (i.e., students' college, gender, nationality, and length of stay in the United States) and their attitudes toward American media. A summated rating scale including twenty-eight questions was used to measure international students' attitudes toward American media. These questions covered how they perceived various areas of American media performance, including media

credibility, world affairs reporting, minority portrayals, and provided knowledge how international students viewed about American culture. Statistical analysis revealed that, from the list of 28 questions in part three of the questionnaire, there was no significant relationship between any demographic background and students' attitudes toward American media. Therefore, the null hypotheses were supported.

According to the findings, students from Hong Kong held the most favorable attitude toward American media, Lebanese students had the least favorable attitude. However, data in this study indicated that international students overall held a neutral attitude toward American media.

Consequently, the attitudes toward American media were difficult to measure because international students, with a variety of cultural backgrounds, were not a homogeneous group. In addition, the majority of respondents were working on graduate programs and were not able to give much time to the media. These all contributed to the difficulty in measuring their attitudes.

Conclusions

It was assumed that the media use patterns of international students were influenced by their various cultural backgrounds. Even though the data collected from this survey did not support a significant relationship between students' demographic characteristics and media use, the results in many ways still contribute to the communication research involving international students and provides a better understanding of international students at Oklahoma State University who may have a greater need for information and entertainment than students at colleges and universities in larger cities.

Judging from the data collected from students responding to the survey, international students overall held a neutral attitude toward American media.

Other research findings are:

1. International students at Oklahoma State University spend a small portion of their time using American media. Some students responded that linguistic problems were a major hurdle in their media usage. Some students reported that they were too busy with school work.
2. The low frequency of media exposure might result in the relatively neutral attitude toward American media. International students need approximately six months to experience and evaluate American media.
3. International students' personal characteristics, such as academic classification, gender, college, nationality, and length of stay in the United States, produced slight differences in their media exposure. Although some of these variables were somewhat effective in increasing the amount of media exposure, some others did not affect media exposure. However, there was no statistically significant relationship between any variables and students' media exposure.
4. In general, those students who have been in the United States more than three years produced a slightly lower mean score than those have resided in the United States for three years or less. Overall, students' length of residence in the United States had no effect on their attitudes toward American media.
5. Television was the dominant source of information among international students. Most students relied on television as the most effective medium for news.
6. Most international students in this survey were dissatisfied with the coverage of international news by American media, especially news about their countries.

7. On the whole, during their sojourn in the United States, international students heavily relied on American media for learning about American culture, and obtaining information about the rest of the world.

Recommendations for Further Research

As the number of international students in American institutions of higher education increases, further study in the relationship between media behavior and international students' social characteristics is certainly in demand. More communication studies need to be made to provide information in greater depth between international students' cultural characteristics and media usage.

The same study conducted through mail questionnaires may prevent the respondents' uncomfortable position from facing the interviewer and the respondents may be more willing to provide insights into the questions, especially those connected to their attitudes toward American media.

Moreover, in order to determine the attitude change which might take place over time, it is suggested that a follow-up survey with the same sample group should be conducted each year after five years.

Information from a study of media use habits before international students' arrival in the United States could make a difference in their communication patterns, attitude formation, and attitude change toward the host country. Therefore, a comparison of international students' media use patterns before and after their arrival in the United States would also be worthwhile.

This study dealt with several factors that might relate to students' media usage and attitudes. However, other variables need to be studied. It is assumed that international students' personal characteristics such as age, income, religion,

and marital status, were associated with their media use patterns and attitudes toward American media.

The same study may be conducted by providing information with more breakdown among media, such as students' news sources for local, national, and international news contents respectively.

It is assumed that international students use the media to gratify needs. Further studies on international students' media usage need to focus on uses and gratification studies; that is, how they use mass media and why.

For further comparison, the same study could be conducted among American students studying abroad to examine their attitudes toward their host country's media. This survey could then compare the results with similar studies done in the United States with international students.

BIBLIOGRAPHY

- Backer, Tamar. "Patterns of Attitudinal Changes Among the Foreign Students." The American Journal of Sociology 73 (January 1968): 431-422.
- Barnes, Gregory A. The International Student's Guide to the American University. Illinois: National Textbook Company, 1991.
- Beals, Ralph L. and Norman D. Humphrey. No Frontier to Learning: The Mexican Student in the United States. Minneapolis, 1957.
- Bennett, John W. In Search of Identity: The Japanese Overseas Scholar in America and Japan. Minneapolis, 1958.
- Black, Thomas R. Evaluating Social Science Research: An Introduction. California: SAGE Publications Ltd., 1993.
- Bruning, James L. and B. L. Kintz. Computational Handbook of Statistics. Illinois: Harper Collins Publishers, 1987.
- Burgess, Ilaine. Oklahoma State University International Student Statistics. Data presented as annual census of foreign students for "Open Doors Data" from International Student Services, Oklahoma State University, OK., 1994/95.
- Carey, James W. "Variations in Negro/White Television Preferences." Journal of Broadcasting 10 (Summer 1966): 199-200.
- Carter, Richard F. "Stereotyping as Process." Public Opinion Quarterly 26 (Spring 1962): 77.
- Coetho, George V. Changing Images of America: A Study of Indian Students' Perceptions. Illinois: Glencoe, 1958.
- Cook, Stuart W. and Claire Selltiz. Attitude Measurement. Chicago: Rand McNally, 1971.

- Davis, Earl E. Attitude Change. Paris: Unesco, 1965.
- Davis, Todd M., ed. Open Doors: Report on International Educational Exchange. New York: Institute of International Education, 1994.
- Dawson, Horace Greenley, Jr. "Original and Changed Attitudes, Impressions, and Preconceptions as Related to the Mass Media Exposure Experience of New Foreign Students at the University of Iowa." Ph.D. diss., Iowa State University, 1961.
- Ellison, Jerome and Philip French. "What Foreign Students Think of Our Press." Journalism Quarterly 35 (Spring 1958): 183-185.
- Fryman, John E. and Mark D. Harmon. "Viewer Perceptions of CNN World Report: U.S. vs. International Students." Southwestern Mass Communication Journal 9 (1994): 83-90.
- Gallup, George. "Public How Has Greater Confidence in Newspapers Than in Television." The Gallup Opinion Index (May 1979): 6-8.
- Gerbner, George. "Toward 'Cultural Indicators': The Analysis of Mass Mediated Message Systems." AV Communication Review 17 (1969): 137-148.
- Gerbner, George, Larry Gross, Michael Morgan, and Nancy Signorielli. "The 'Mainstreaming' of America: Violence Profile No. 11." Journal of Communication 30 (Summer 1980): 10-29.
- Harris, Louis. "The News Media." The Harris Survey Yearbook of Public Opinion (New York, 1978): 11.
- Heath, Louis G. "Foreign Student Attitudes at International House, Berkeley." International Education and Cultural Exchange 5 (Winter 1970): 66-70.
- Hirsch, Paul M. "The 'Scary World' of the Nonviewer and Other Anomalies: A Reanalysis of Gerbner et al.'s Finding on Cultivation Analysis, Part I." Communication Research 7 (1980): 403-456.
- International Students Services. Yearly Statistics. Oklahoma State University, 1995.

- Ithiel de Sola Pool. "Effects of Cross-National Contact on National and International Images." International Behavior ed. Herbert C. Kelman New York: Holt, Rinehart, and Winston, 1956.
- Jammaz, Abdelrahman I. Abraham. "Saudi Students in the United States: A Study of Their Adjustment Problems." Ph.D. diss., Michigan State University, 1972.
- Kerlinger, Fred N. Foundations of Behavioral Research. New York: Holt, Rinehart & Winston, Inc., 1973.
- Kiesler, Charles A., E. Collins, and Norman Miller, Attitude Change: A Critical Analysis of Theoretical Approaches. New York: John Wiley & Sons, Inc., 1969.
- Koshy, Thottukadavil E. "A Study of Media Use for News -- Particularly News About India -- by Indo-Asians in the Cities of Ithaca, Rochester and Syracuse, New York: Field Study." Ph.D. diss., Syracuse University, 1973.
- Ku, Cathy Chia-Chang. "The International Students in the United States: A Survey of Mass Media Use and Images." M.S. thesis, Kansas State University, 1973.
- Lambert, Richard D. and Marvin Bressler. "Indian Students and the United States: Cross-Cultural Images." The Annals of the American Academy of Political and Social Science 295 (1954): 62-72.
- Loomis, P. and E. A. Schuler. "Acculturation of Foreign Students in the United States." Applied Anthropology 7 (1948): 17-34.
- Lowery, Shearon A. and Melvin L. DeFleur. Milestones in Mass Communication Research: Media Effects. New York: Longman Publishers, 1995.
- M. Sevilla-Que. "The Foreign Students in the United States: A Study of Images and Attitudes." M.A. thesis, Philadelphia, 1972.
- Markham, James W. International Images and Mass Communication Behavior. Iowa City: University of Iowa, 1967.

- Moftakhar, Hossein. "A Descriptive Study of Some of the Problems of Iranian Students Attending Oklahoma State University." Ed.D. diss., Oklahoma State University, 1974.
- Morgan, Michael. "International Cultivation Analysis." In Cultivation Analysis: New Directions in Media Effects Research, ed. Nancy Signorielli and Michael Morgan, 225-247. California: SAGE Publications, Inc., 1990.
- Mowlana, Hamid and Gerald W. McLaughlin. "Some Variables Interacting with Media Exposure Among Foreign Students." Sociology and Social Research 53 (July 1969): 511-523.
- Okigbo, Charles. "Media Use by Foreign Student." Journalism Quarterly 62 (Winter 1985): 901-904.
- Parr, Shirleyanne Chase. "Elements Affecting Foreign Students' Attitudes Toward American Television." M.S. thesis, Florida Technological University, 1973.
- Parten, Mildred. Survey, Polls, and Sample: Practical Procedures. New York, 1950.
- Passin, Herbert and John Bennett. "The American Educated Japanese." The Annals of the American Academy of Political and Social Science 295 (September 1954): 83-107.
- Pierce, Frank N. "Why Foreign Students Like or Dislike American Advertising." Journalism Quarterly 47 (Autumn 1970): 560-564.
- Pratt, Cornelius B. "How Media Credibility Rating of African and U.S. Students Compare." Journalism Quarterly 59 (Winter 1982): 581-587.
- Pratt, Cornelius B. "A Cross-Cultural Study of News Media Preferences: African Versus White U.S. Students." Journal of Black Studies 23 (March 1993): 314-331.
- Rehman, Sharat N. and Susan S. Reilly. "International News is Perceived Differently by U.S. and Foreign Students." International Journal of Instructional Media 17 (1990): 343-351.

- Ryu, Jung-Shig. "Neo-Socialization Function of Mass Media Working Among Foreign Students." Annual Meeting of the Western Speech Communication Association (November 1976).
- Scott, Franklin D. "The Swedish Students' Image of the United States." The Annals of the American Academy of Political and Social Sciences 295 (September 1954): 136-145.
- Scott, Franklin D. The American Experience of Swedish Students. Minneapolis: University of Minnesota Press, 1956.
- Selltiz, Claire, Anna L. Hopson, and Stuart Cook. "The Effects of Situational Factors on Personal Interaction Between foreign Students and Americans." Journal of Social Issues 12 (1956): 33-55.
- Semlak, William D. "Effect of Media Use on Foreign Student Perceptions of U.S. Political Leaders." Journalism Quarterly 56 (Spring 1979): 153-156, 178.
- Severin, Werner J. and James W. Tankard, Jr. Communication Theories: Origins, Methods, and Uses in the Mass Media. New York: Longman Publishers, 1992.
- Sewell, William H., Richard Morris, and Oluf Davidson. "Scandinavian Students' Images of the United States: A Study in Cross-Cultural Education." The Annals of the American Academy of Political and Social Science 295 (September 1954): 108-115.
- Sewell, William H. and Olaf M. Davidson. "The Adjustment of Scandinavian Students." Journal of Social Issues 12 (1956): 14.
- Spaulding, Seth and Michael J. Flack. The World's Students in the United States: A Review and Evaluation of Research of Foreign Students. New York: Praeger Publishers, 1976.
- United States Information Agency. Attitudes and Aspirations of African Students in France. Washington, D.C., 1963.
- United States Information Agency. African Students in the United States: Part II, Sources of Information About America and Attitudes Toward the Mass Media. Washington, D.C., 1964.

- Useem, J. and R. Useem. The Western Educated Men in India. New York. 1955.
- Viswanath, Kasisomayajula. "International News in U.S. Media: Perceptions of Foreign Students." Journalism Quarterly 65 (Winter 1988): 952-959.
- Warde, William D. Sampling Methods. Oklahoma: Oklahoma State University, 1990.
- Weiss, Walter. The Handbook of Social Psychology: Effects of the Mass Media of Communication. Massachusetts, 1969.
- Wilcox, Dennis L., Phillip H. Ault and Warren K. Agee. Public Relations: Strategies and Tactics. New York: HarperCollins Publishers Inc., 1992.
- Wilson, W. Douglas. "Social Relationships of International Students Attending Oklahoma State University." Ed.D. diss., Oklahoma State University, 1975.
- Wimmer, Roger D. and Joseph R. Dominick. Mass Media Research: An Introduction. California: Wadsworth Publishing, Inc., 1994.

APPENDIXES

APPENDIX A

QUESTIONNAIRE

Part 1. Please tell me what kinds of media you have at your home

1. Do you have a working radio set in your home (room, automobile)?
☐ Yes ☐ No
2. Do you have a working CD player, cassette player, tape recorder, or record player in your home (room, automobile)?
☐ Yes ☐ No
3. Do you have a working television set in your home (room, automobile)?
☐ Yes ☐ No
4. Do you currently own a VCR or a video tape player at your home (room, automobile)?
☐ Yes
 If no, how often do you rent a VCR player?
☐ Not at all ☐ Less than once per month
☐ Once a month ☐ Every two weeks
☐ Once a Week ☐ More than once a week
5. Have you ever purchased any professionally recorded movies?
☐ Yes ☐ No
6. Have you ever subscribed to/bought any newspapers in the last six months?
 If yes, which one(s)?
☐ Yes,
 I have subscribed (bought) _____
☐ No
7. Do you regularly receive newspapers from your country?
☐ Yes ☐ No
8. Have you ever subscribed to/bought any magazines in the last six months?
 If yes, please list all of them.
☐ Yes,
 I have subscribed (bought) _____
☐ No
9. Do you regularly receive magazines from your country?
☐ Yes ☐ No

Part 2. Please tell me about your media use patterns and content preferences

1. How much time, on average, do you spend listening to the radio in a day?
☐ Not at all (Go to question 5)
☐ Less than 1 hour
☐ 1-3 hours
☐ More than 3 hours
2. Are you listening to the radio...(Check **all** that apply.)
☐ for learning international/national/state news.
☐ for getting some relaxation.
☐ for improving your knowledge of English.
☐ for entertainment.
☐ for killing time
☐ Other (Specify _____)

--Go to next page

3. What programs do you most prefer to listen to on the radio? (Please **Rank** them; 1= most favorable.)
- _____ News _____ Music
_____ Live sports _____ Talk show or political debates
_____ Other (Specify _____)
4. What kind of music do you most prefer to listen to on the radio? (Please **Rank** them; 1= most favorable.)
- _____ Classical _____ Rock 'n Roll
_____ Jazz _____ Country
_____ Other (Specify _____)
5. How much time, on average, do you spend watching television in a day?
- _____ Not at all (Go to question 8) _____ Less than 1 hour
_____ 1-3 hours _____ More than 3 hours
6. Are you watching television...(Check **all** that apply.)
- _____ for learning international/national/state news.
_____ for getting some relaxation.
_____ for improving your knowledge of English.
_____ for entertainment.
_____ for killing time
_____ other reasons. (Specify _____)
7. What kind of programs do you most prefer to watch on television? (Please **Rank** them; 1= most favorable.)
- _____ News and political debates _____ Movies
_____ Cartoons _____ Serial drama
_____ Talk show _____ Sports
_____ Religious programs
_____ Other (Specify _____)
8. How many times, on average, do you go to a movie theater?
- _____ Not at all _____ Less than once per month
_____ Once a month _____ Every two weeks
_____ Once a week _____ More than once a week
9. What is the primary use of your VCR?
- _____ Watch rented movies
_____ Instructional aid tapes
_____ Other (Specify _____)
10. What kind of movies do you like most? (Please **Rank** them; 1= most favorable.)
- _____ Comedy _____ Drama
_____ Western _____ Horror
_____ Mystery _____ Adventure/Action
_____ Cartoon _____ Science Fiction
_____ Other (specify _____)
11. How often, on average, do you rent a video tape?
- _____ Not at all _____ Less than once per month
_____ Once a month _____ Every two weeks
_____ Once a week _____ More than once a week

12. How much time, on average, do you spend reading magazines in a week?
 ___ Not at all (Go to question 15)
 ___ Less than 1 hour ___ 1 hour, less than 2 hours
 ___ 2-3 hours ___ More than 3 hours
13. Why do you read magazines? (Check **all** that apply.)
 ___ for learning international/national/state news.
 ___ for getting some relaxation.
 ___ for improving your knowledge of English.
 ___ for entertainment.
 ___ for killing time.
 ___ Other (Specify _____)
14. Which magazine(s) do you regularly read? (Check **all** that apply.)
 ___ Newsweek ___ Time
 ___ Reader's Digest ___ National Geographic
 ___ Business World ___ Vogue
 ___ U.S. News & World Report
 ___ Other (Specify _____)
15. How much time, on average, do you spend reading newspapers in a week?
 ___ Not at all (Go to question 19)
 ___ Less than 1 hour ___ 1 hour, less than 2 hours
 ___ 2-3 hours ___ More than 3 hours
16. Which newspaper(s) do you regularly read? (Check **all** that apply.)
 ___ The Daily Oklahoman ___ Tulsa World
 ___ The Daily O'Collegian ___ Stillwater News Press
 ___ New York Times ___ Los Angeles Times
 ___ Wall Street Journal ___ Washington Post
 ___ Other (Specify _____)
17. Which of the following sections do you read most? (Check **all** that apply.)
 ___ International news ___ National/State news
 ___ Social page ___ Editorial page
 ___ Sport section ___ Business section
 ___ Entertainment ___ Comic strips
 ___ Other (Specify _____)
18. Why do you read newspapers? (Check **all** that apply.)
 ___ for learning international/national/state news.
 ___ for getting some relaxation.
 ___ for improving your knowledge of English.
 ___ for entertainment.
 ___ for killing time.
 ___ Other (Specify _____)
19. Where would you turn to first for daily news around the world? (Check the most applicable **one**)
 ___ Radio ___ Television
 ___ Newspapers ___ Magazines
 ___ Movies ___ Talking to others
 ___ Other (Specify _____)

Part 3: Please tell me what you think of American media

Please mark the response that best expresses your agreement about the following statements according the scale below.

1. In my opinion, *radio* is a reliable medium for news in the United States.
Strongly Disagree _____ Strongly Agree
2. In my opinion, *television* is a reliable medium for news in the United States.
Strongly Disagree _____ Strongly Agree
3. In my opinion, *newspapers* are a reliable medium for news in the United States.
Strongly Disagree _____ Strongly Agree
4. In my opinion, *magazines* are a reliable medium for news in the United States.
Strongly Disagree _____ Strongly Agree
5. American *radio* has been a helpful medium for me to understand American culture.
Strongly Disagree _____ Strongly Agree
6. American *television* has been a helpful medium for me to understand American culture.
Strongly Disagree _____ Strongly Agree
7. American *movies* have been a helpful medium for me to understand American culture.
Strongly Disagree _____ Strongly Agree
8. American *newspapers* have been a helpful medium for me to understand American culture.
Strongly Disagree _____ Strongly Agree
9. American *magazines* have been a helpful medium for me to understand American culture.
Strongly Disagree _____ Strongly Agree
10. American media provide enough interpretation and explanation of foreign news to give a true picture of world happenings.
Strongly Disagree _____ Strongly Agree
11. American media provide accurate news in reporting news from my country.
Strongly Disagree _____ Strongly Agree
12. Our campus newspapers are concerned with the international students' affairs at OSU.
Strongly Disagree _____ Strongly Agree
13. Our campus radio station is concerned with the international students' affairs at OSU.
Strongly Disagree _____ Strongly Agree

--Go to next page

14. There is too much violence shown on American television.
Strongly Disagree _____ Strongly Agree
15. American media contribute to children's aggressive behaviors.
Strongly Disagree _____ Strongly Agree
16. Showing violence and crime on television programs has increased the rate of crime in American society.
Strongly Disagree _____ Strongly Agree
17. American media have accelerated the movement of Americans toward a "sex-money" conscious society.
Strongly Disagree _____ Strongly Agree
18. There is too much sex in American television shows.
Strongly Disagree _____ Strongly Agree
19. The American government should place greater controls on media content which deals with sex and violence.
Strongly Disagree _____ Strongly Agree
20. What the American television serials portray are far from real life in American society.
Strongly Disagree _____ Strongly Agree
21. American exported magazines, movies, and TV serials portray the true picture of American life style to other countries.
Strongly Disagree _____ Strongly Agree
22. American media do a good job of keeping the public informed of American governmental activities.
Strongly Disagree _____ Strongly Agree
23. American media do a good job of keeping the scholars and academic communities informed of the latest scientific discoveries.
Strongly Disagree _____ Strongly Agree
24. The image of black Americans has been distorted on the American media.
Strongly Disagree _____ Strongly Agree
25. American media generally make Hispanics look worse than they really are.
Strongly Disagree _____ Strongly Agree
26. American media generally make Asians look worse than they really are.
Strongly Disagree _____ Strongly Agree
27. American media have a negative bias for the portrayal of women in American society.
Strongly Disagree _____ Strongly Agree

--Go to next page

- 28 American media have a negative bias for the portrayal of elders in American society.
 Strongly Disagree _____ Strongly Agree _____

Part 4. Please tell me about yourself.

(The following questions are for classification purposes only.)

1. What is your academic classification?
 _____ Freshman _____ Sophomore
 _____ Junior _____ Senior
 _____ Graduate Student
2. What is your college? _____
3. Your gender:
 _____ Male _____ Female
4. What country are you from? _____
5. How long have you been in the U.S.?
 _____ Less than one year _____ 1 year, less than 2 years
 _____ 2-3 years _____ More than 3 years

If you would like to tell me about your opinions, suggestions or anything else, please use the space provided. I appreciate your comments:

Thank you very much

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL FORM

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW**

Date: 09-20-95

IRB#: AS-96-014

Proposal Title: A SURVEY OF BEHAVIOR AND ATTITUDES OF
INTERNATIONAL STUDENTS ATTENDING OKLAHOMA STATE UNIVERSITY
TOWARD AMERICAN MEDIA

Principal Investigator(s): Charles Fleming, Chyong-Rong Yeh

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature:


Chair of Institutional Review Board

Date: October 9, 1995

VITA

Chyong-Rong Yeh

Candidate for the Degree of

Master of Science

Thesis: A SURVEY OF BEHAVIOR AND ATTITUDES OF
INTERNATIONAL STUDENTS ATTENDING OKLAHOMA STATE
UNIVERSITY TOWARD AMERICAN MEDIA

Major Field: Mass Communications

Biographical:

Personal Data: Born in Taipei, Taiwan, March 10, 1968, the daughter of Mr. Pin-Heng Yeh and Mrs. A-Hsueh Liang Yeh.

Education: Secondary education received from The Taipei First Girls' High School, Taipei, Taiwan, in June, 1986; received the Bachelor of Arts degree in Spanish from Fu-Jen Catholic University, Taipei, Taiwan, in June, 1990; completed the requirements for a Master of Science degree at Oklahoma State University in May, 1996.

Professional Experience: Employed as flight attendant at EVA Airways Corps, Taiwan. 1990 - 1993.